



School Prospectus

2005 - 2006

SILKSTONE PRIMARY SCHOOL

HIGH STREET
SILKSTONE
BARNSELY
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Chairman of Governors:

Mr A Coe

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This brochure is for parents and children entering school from September 2005. The information is as accurate as possible and refers to the school year 2005/2006 and meets the legal demands of the current Education Acts.

SILKSTONE PRIMARY SCHOOL

Teaching Staff

| | |
|----------------|---|
| Mr S Barber | Head Teacher Performance Management Co-ordinator Health and Safety Co-ordinator Religious Education Co-ordinator |
| Mrs L C Graham | Deputy Head Teacher Key Stage 2 Co-ordinator Lead Special Educational Needs Co-ordinator Physical Education Co-ordinator |
| Mrs A Parsons | Key Stage 1 and Foundation Co-ordinator KS1 and Foundation Special Needs Co-ordinator English Co-ordinator |
| Mr S L Frith | Assessment Co-ordinator ICT Co-ordinator Mathematics Co-ordinator |
| Ms J Felton | PSHE and Citizenship Co-ordinator |
| Mrs V Murray | Art Co-ordinator Display Co-ordinator |
| Mrs P Shires | Music Co-ordinator |
| Mr A Simon | Science Co-ordinator Technology Co-ordinator |
| Mrs N Simon | History Co-ordinator Geography Co-ordinator |

SILKSTONE PRIMARY SCHOOL

Ancillary Staff:

- **Administrative and Support Staff:**

| | |
|----------------------|--|
| Mrs A Griffin | School Administration/Finance Officer/ Ancillary Staff Co-ordinator |
| Mrs T Tucker | Learning Resource Manager/Office Support |
| Mrs R Cale | Teaching Assistant/Management Support |
| Mrs J Moore | Teaching Assistant/Management Support |
| Mrs M Bennett O'Hara | Teaching Assistant |
| Mrs S Crossland | Teaching Assistant |
| Mrs A Monaghan | Teaching Assistant |

- **Building Maintenance:**

| | |
|---------------|-------------------|
| Mr A Mitchell | Caretaker/Cleaner |
| Mrs D Walker | Cleaner |

- **Lunchtime Support:**

| | |
|----------------------|-----------------------------|
| Mrs J Deighton | Senior Lunchtime Supervisor |
| Mrs M Bennett-O'Hara | Playground Supervisor |
| Mrs J Kemp | Lunchtime Supervisor |
| Mrs D Peverley | Lunchtime Supervisor |
| Mrs S Cooper | Lunchtime Supervisor |
| Mrs A Rushton | Lunchtime Supervisor |
| Mrs M Morfitt | School Cook |
| Mrs C Stewart | Assistant Cook |
| Mrs D Walker | Assistant Cook |

GOVERNORS

Chairperson

Mr A Coe Parent Representative

Vice Chair

Mr S Dolman LEA Representative

Chair Finance Committee

Mrs B Mylett Co-opted

Chair Curriculum Committee

Mrs Y Gray Co-opted

Mr S Barber Headteacher

Mrs S Berry Parent Representative

Mr A Brooke Parish Council Representative

Mr R Clarke Co-opted

Mrs L Graham Staff Representative

Mrs J Hayler LEA Representative

Mr M Newcombe Co-opted

Mrs K Roper Parent representative

Mrs S Totty Parent representative

Our Vision Statement

School is committed to providing a valued education that meets the needs of children, having regard to the partnership of parents and the wider community. We will give a lead in promoting excellence in education. We aim to provide a professional, effective service in an atmosphere that recognises the importance of the individual and cherishes and promotes their development.

SCHOOL AIMS

Our Distinctive Qualities should be:

- A school where everyone feels valued and respected
- A warm, happy, calm, safe atmosphere where everyone enjoys learning and working together
- An ethos which celebrates achievement and recognises success
- A place which has consistent high expectations for all and where academic achievement is not the only measure of success
- A school, which has learning and teaching at the heart of everything that it does

The Outcomes for our Children should be:

- Children that are confident and highly motivated with a good self image who are fully involved in the life of the school
- Children who think positively, who say, "I can..."
- Children who behave well and who tolerate, care and support each other
- Children who can think for themselves, who are open minded and have a love of learning and show initiative
- Lessons which take account of individual learning styles
- Children who achieve to the best of their ability and fulfil their own potential
- Children's views represented in the organisation of the school

Our Ethos, Curriculum, Working Practices and Environment should achieve these aims because:

- Our ethos will value all children as individuals, raising self esteem whenever we can and creating a positive atmosphere through our interactions with the children and each other
- Our curriculum will be broad, balanced and creative and will promote contextual learning. Teaching will take account of learning styles and include all abilities. SATS will be important but so will the development of the whole child through the arts, and subjects such as PSHE, and being a healthy school. We will try to teach the children skills for life.
- We will be a performing and effective team who support each other and work for the positive development of our children. We will be open, honest and supportive of each other, setting positive examples to the children.
- Our environment will be attractive, calm, ordered, safe and stimulating. It will celebrate the achievements of the children and stimulate and support their learning. It will look good.
- We will develop positive relationships with the parents and wider community

WELCOME TO SILKSTONE PRIMARY SCHOOL

Everyone at Silkstone Primary School extends a very warm welcome to all new parents and children coming to our school, and hope that the time you spend here will be happy and rewarding.

Historically there has been a school in Silkstone since the 1740s. The oldest part of the current school was built in 1929 and is now used to house classes 5 and 6. In June 1970 the present kitchen and dining room were brought into use and in 1981 the school was further extended by the addition of two new classrooms and an administrative wing.

In 1985 there were 85 children in school. Since then, the village has seen considerable development and we expect to have 210 children on roll during the current academic year. To cope with this increase, we had a new classroom that opened in the spring of 2000 for year 1 children, and a second was added during the spring term of 2002 to accommodate children in the reception year. We have a mobile classroom that has been in operation since November 1994.

School now has six class bases; each with its own carpeted reading corner and two with a shared reading/research area. Each pair of classrooms shares a utility area and has its own entrance with toilets and cloakroom facilities.

There is a central dining area/teaching area and a separate hall equipped with physical education apparatus. The school has a well stocked library and a computer suite which houses our ICT equipment - this is a superb resource for children and staff, although it cannot accommodate a whole class at a time - some children work in the dining area during ICT sessions.

Outside there is a large tarmac playground divided by a fence. There are grassed areas on three sides of the school, two of which are used as playing fields.

Infant School Sessions:

| | | | |
|---------------------|----------|---|----------|
| Morning | 9.00 am | - | 11.45 am |
| Mid-morning break | 10.25 am | - | 10.40 am |
| Afternoon | 1.00 pm | - | 3.30 pm |
| Mid-afternoon break | 2.30 pm | - | 2.45 pm |

Junior School Sessions

| | | | |
|---------------------|----------|---|----------|
| Morning | 9.00 am | - | 12.00 pm |
| Mid-morning break | 10.40 am | - | 10.55 am |
| Afternoon | 1.00 pm | - | 3.30 pm |
| Mid afternoon break | 2.15 pm | - | 2.30 pm |

We open the doors to school from 8.40am. If your child were in Class R, 1, or 2 we encourage parents to come in to school at this time and work with their child on activities set out by the class teacher.

We should point out that whenever you drop off or pick up your child you should do so by walking through the playground and along the path behind the school to the door. Please pick your children up by the same route. We have had children leave the classroom and go into the car park by going across the field. For their safety we insist that we all use the route through the playground.

Arrangements for admission

Key dates for 2006-2007

- 18 November 2005 - Closing date for returning applications
- 4 April 2006 - Offer day

Under current rules issued by the government, parents are asked to decide from the primary schools in Barnsley which three they would prefer their child to attend. Having decided on your three schools you then have to rank the three schools in order of preference. On the common application form there are three boxes in which to put the names of the three schools in the right order. The admissions section will determine whether or not there is a place at each of the three schools you have named.

To enable us to plan effectively for a child's education, it would be helpful if parents of pre-school children who would like a place at our school could register their child's name with us as early as possible. This will allow us to send to you the documentation you will need to apply for a place.

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

- Children with Statements of Special Educational Needs
- Children in public care
- Children with brothers and sisters already in school
- Children living nearest the school

When the school is full applications may be refused, although it should be stressed that in all cases parents have the right to appeal via the Education Committee to an Independent Appeals Tribunal. 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 rest with the Local Education Authority.

Once you have been offered a place, you will be invited to an evening meeting to meet with the staff thus allowing an opportunity to talk about school and answer your questions. Children are admitted either at the beginning of the autumn term (September) or winter term (January) - the term during which they will have their fifth birthday.

A letter will invite you to come into school and arrange times when your child will be able to spend some time with their classmates and meet their class teacher. Starting school is always a difficult time but we hope to make it as easy as possible. You will receive a letter during the final week of our half term giving details of what is needed on the first day.

When you arrive at school there will be a peg ready for your child's coat, a seat and a desk with a tray and a dining place will have been arranged. We encourage parents to stay with children until 9 o'clock working on activities that the class teacher has set out.

School Organisation

Silkstone Primary School is a co-educational (mixed sex) school that is part of Barnsley Metropolitan Borough Council catering for children from 4 to 11 years of age.

Our children are taught in unstreamed ability groups.

The children are arranged as follows:-

Key Stage 2

| | |
|---------|-----------------------------|
| Class 6 | Mr S Frith and Mrs L Graham |
| Class 5 | Mr A Simon |
| Class 4 | Mrs N Simon |
| Class 3 | Mrs P Shires |

Key Stage 1

| | |
|---------|---------------|
| Class 2 | Ms J Felton |
| Class 1 | Mrs A Parsons |

Foundation Stage

| | |
|---------|--------------|
| Class R | Mrs V Murray |
|---------|--------------|

Children are therefore mainly taught in their year groups.

They will have their own desk and chair but will be expected to move around the class and eventually the school and use all of the rooms. Fostering independence is one of the prime aims of school.

School Curriculum

The school's curriculum takes into account the legal demands of the National Curriculum and we have organised a comprehensive system of planning, delivery and recording. This academic curriculum exists in both Infant Key Stage 1 and Junior Key Stage 2 and takes place in a philosophy that supports and develops children emotionally, socially and culturally.

Our ethos reflects our belief in the individual and the need to cater for each of our children. The work undertaken in school is usually class based but is supported by the use of curriculum support assistants and adult volunteers.

The Foundation Stage

The foundation stage begins when children reach the age of three and many children first attend some form of pre-school or nursery. Children are admitted to school at the beginning of the term in which they are five. They attend the reception class, which is the last year of the foundation stage.

This period is a distinct stage with its own 'early learning goals'. Most children reach these goals by the end of the foundation stage. The goals are a series of aims within the six areas of young children's development and learning, which are: -

- Personal, Social and Emotional
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The reception class is light, airy and well resourced with access to a secure outside play area. Opportunities are provided for all children to succeed in an atmosphere of care and feeling valued. These early experiences create the basis for later learning in school and beyond.

Key Stage 1

Children progress from the Foundation Stage to Key Stage 1, which consists of two classes, Year 1 and Year 2. The national curriculum is the starting point for the curriculum, which meets the specific needs of individuals and groups of pupils.

Teachers create an effective learning environment in which the contribution of all pupils is valued. The subjects taught are: English, Mathematics, Science, Design and Technology, Information and Communication Technology, History, Geography, Art and Design, Music and Physical Education. Religious Education is also taught according to the locally agreed syllabus.

Key Stage 2

The next stage in a child's education is Key Stage 2, which consists of four classes in our school: Year 3, Year 4, Year 5 and Year 6. Our aim is to build upon previous successes in Key Stage 1 and prepare children for Key Stage 3 (Secondary Education), concentrating especially on developing self-discipline.

Curriculum areas taught in Key Stage 1 are continued and further developed, catering for a range of abilities. Wherever possible, half-termly modules are based on first-hand experiences, including a number of out-of-school visits.

Homework is set on a weekly basis for English and Mathematics, with most emphasis being placed on nightly reading.

We provide opportunities for all pupils to learn and to achieve whilst developing their confidence in their capacity to learn and work independently and collaboratively.

Children are taught as a class with the differing needs of children being catered for during the lesson.

Copies of our curriculum policies, statutory instruments and circulars sent from the DfES, Ofsted reports, schemes of work etc could be obtained from or seen at school. Should you wish to see any of these documents you are asked to give a little notice so that we can have the documents available for you.

Literacy

All children receive a daily literacy lesson and the teachers plan this carefully from the 'Literacy Strategy' framework. The language skills of speaking, listening, reading and writing form the basis of all learning.

(a) Speaking and Listening

The children's own language is developed and extended to form a link between the other areas of learning. The children are encouraged to talk about their own experiences, both at home and at school. They are given additional language experience through the use of stories, rhymes, TV, drama, radio and taped material. External visits and visitors to the school add to the experiences provided. Discussion takes place between the teacher and individuals, groups or class, whichever is appropriate. Circle Time is used to discuss personal and social issues and to reinforce the School Rules.

The children are encouraged to listen at all times so that they have a good model to follow. They are also provided with a programme of activities and games, which will help them to identify similarities and differences between sounds, both in the environment and within spoken words. Listening is one of the essential skills required for reading to develop. The children are encouraged to speak with confidence in front of a variety of audiences, in the classroom, on visits, in assembly and in school performances.

(b) Reading

Learning to read is a prolonged and complicated process, which continues through to adult life. We encourage every pupil to develop a 'love of books' and literature.

Time is allocated every day for a class reading session. During this time the children are involved with reading activities while the teacher works closely with a group of children.

Pre-reading, reading and phonic skills are taught in the context of a reading situation ie through the use of books. A wide range of reading material is available. This is organised in order of difficulty to give sequence, so that every stage can be catered for. In addition, supplementary material is available to give practice where this is necessary to consolidate the skills taught.

The children are encouraged to take reading books home and parents are valued for the contribution they can make in this area. The school also operates a lending library, and the children can take a library book home each week.

(c) Writing

The children's own experiences form the basis for early writing. They are taught the correct way of using writing materials and making the letter shapes. Structure is built into the writing programme so that the children's progress through the stages of tracing on top, copying underneath, copying from the blackboard and a separate paper to using a dictionary, word book or word bank to construct their own written work. All children are regularly given the opportunity to write independently. This writing is assessed so that teachers can measure progress. The school also has computers in every classroom. These are often used as a tool for writing and language development.

The stage reached by any child will depend on individual maturity and ability. The processes of reading and writing are developed side by side and form the link between speech and print.

A wide range of written work is done each week and as the children mature they are expected to plan, draft and present their work to a high standard.

Numeracy

A daily mathematics lesson is taught throughout the school and the teachers plan from the Numeracy Strategy. A large emphasis is placed on mental calculation and much of the work is of a practical nature. A large proportion of the lesson involves whole class teaching but time is also given for practise and consolidation appropriate to the child's individual level.

Number concepts are developed by providing concrete experiences of counting, sorting, matching and making sets. This is extended to involve recording and further understanding of the number system. These concepts form the basis for time, money, shape, area and elementary table work.

Science

Science is a regular part of the school curriculum and provides a stimulating vehicle for developing basic skills. We encourage the children to develop their natural curiosity, ask questions, devise suitable investigations, collect and observe, check and solve problems, record their findings and draw conclusions. The programmes of study include plants and animals, the human body, human influences on the earth, types and uses of materials, seasonal changes, forces, magnetism, sound, music and energy.

Design and Technology and Art

Children are given the opportunity to design and make using a variety of materials - giving a sense of pride in their ability to create. Sewing and woodwork equipment is used regularly and the children are provided with opportunities to make pictures using a wide variety of creative materials such as paint, ink, crayons, scissors, paper, material etc.

Art is a valued subject in our school and great emphasis is given to the presentation of children's work. The children are introduced to different ways of recording and interpreting ideas and experiences through practical activities. They also develop observational skills.

The basic materials of sand, water and clay are also available. Constructional kits are plentiful as are table toys such as jigsaws and games.

The materials provided are selected according to their suitability for each particular age group as well as their educational value.

Music

The musical experiences provided include both singing and using composition. In addition the children's musical appreciation is developed through the use of recorded music and live music from visiting musicians. The junior children have the opportunity to learn to play the recorder and the school choir rehearses weekly. There is also the opportunity for children to learn to play the violin, a brass instrument, a woodwind instrument, drums, keyboards or guitar. We have a school orchestra to maximise the children's instrumental learning. Our music co-ordinator works alongside class teachers regularly to assist in the delivery of the music curriculum

History and Geography

The children are guided towards accurate and systematic observation and are helped to develop attitudes and ideas about people and places through the use of topics. The physical and natural environment is used to stimulate their natural curiosity. Geography and History are integrated into other areas of the curriculum through topic work.

Physical Education

Physical Education helps to develop co-ordination, strength, stamina and skilfulness. We try to build upon our children's enjoyment of, and need for physical activity. We provide the children with a variety of physical activities including movement, dance, drama, large apparatus work, athletics and games.

The school hall is used for indoor PE and either the playground or field are used for games lessons.

We regularly invite specialist sports men or women into school to enhance our PE curriculum. The school has developed links with a school sports co-ordinator who works alongside teachers delivering PE lessons and organises inter-school competitions and tournaments.

Parents are asked to provide a pair of blue shorts and a plain white T-shirt or a black leotard for PE lessons and a plain grey, black or navy jogging suit and trainers for winter games lessons.

It is the policy of the LEA that jewellery should not be worn in PE because of the risks involved.

Religious Education

This is catered for during school assemblies and as part of the curriculum. The daily acts of collective worship are non-denominational and the emphasis is placed upon religion as a motivation for personal conduct and social behaviour based upon Christian assumptions. The curriculum endeavours to involve the children in an understanding of Christianity and other major world religions.

Information Communication Technology

Our aim is to enable pupils to use ICT confidently, effectively and independently. We hope to develop a culture where the use of ICT becomes a natural choice for children. There are computers in every classroom, which enables individuals or small groups to have access during any lesson. All classes are timetabled to have access to the computer suite every week, where there is 16 PC's spread out between two rooms. These sessions enable specific skills to be taught to the whole class as well as developing curriculum work.

The school also has several portable computers and five interactive whiteboards.

The school has a code of conduct for using the Internet, which parents should read and give their approval.

SEX EDUCATION

We do not deal with this as a separate issue in school, but as part of our Health Education. At primary level the teaching aims to help pupils cope with the physical and emotional changes of growing up. After consultation with parents, arrangements are made for films to be shown, or talks to be given to the children, dealing with various aspects of Health Education.

In Year 6, the pupils have sex education lessons with the teachers and the school nurse.

SEN (Special Educational Needs)

School has two special SEN co-ordinators - Mrs Graham who is our lead SEN co-ordinator and is responsible for Key Stage 2, and Mrs Parsons who is responsible for Key Stage 1 and the Foundation Year. Their role is to support staff in identifying children who are experiencing problems with the curriculum. In accordance with the government policy, they will follow the legal demands of the appropriate acts in keeping parents informed and involved if there is a need.

Children who are identified as having special needs are assigned an individual programme and offered the support where it is felt necessary. This process is always undertaken after consultation with parents or guardians. Further details of school's policy for providing for children with special educational needs are available from school or from one of our two special needs co-ordinators.

Attainment statistics - (i) SCHOOL RESULTS

These tables show the percentage of pupils at the end of key stage 2 achieving each level in the school in the academic year 2004/2005. There were 16 pupils at the end of key stage 2.

Figures may not total 100 per cent because of rounding. Please refer to table key at the end of the tables.

| TEACHER ASSESSMENT | | | | | | | | | |
|------------------------|--------------------------|---|---|----|----|----|---|------------------|---------------|
| | Percentage at each level | | | | | | | | |
| | W | 1 | 2 | 3 | 4 | 5 | 6 | Pupils disappled | Pupils absent |
| English | 0 | 0 | 0 | 6 | 50 | 44 | 0 | 0 | 0 |
| Speaking and Listening | 0 | 0 | 0 | 6 | 50 | 44 | 0 | 0 | 0 |
| Reading | 0 | 0 | 0 | 0 | 50 | 50 | 0 | 0 | 0 |
| Writing | 0 | 0 | 0 | 31 | 50 | 19 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 6 | 44 | 50 | 0 | 0 | 0 |
| Science | 0 | 0 | 0 | 0 | 50 | 50 | 0 | 0 | 0 |

| TEST RESULTS | | | | | | |
|--------------|--------------------------|---|----|----|----------------------|---------------|
| | Percentage at each level | | | | | |
| | Below Level 3* | 3 | 4 | 5 | Pupils not entered # | Pupils absent |
| English | 0 | 0 | 31 | 69 | 0 | 0 |
| Reading | 0 | 0 | 19 | 81 | 0 | 0 |
| Writing | 0 | 0 | 69 | 31 | 0 | 0 |
| Mathematics | 0 | 0 | 31 | 69 | 0 | 0 |
| Science | 0 | 0 | 31 | 69 | 0 | 0 |

Attainment statistics - (ii) NATIONAL RESULTS

These tables show the percentage of year 6 pupils achieving each level nationally in 2004.

Figures may not total 100 per cent because of rounding. Please refer to table key at the end of the tables.

| TEACHER ASSESSMENT | | | | | | | | | | |
|--------------------|--------------------------|---|---|----|----|----|---|---|--------------------|---------------|
| | Percentage at each level | | | | | | | | Pupils disappplied | Pupils absent |
| | W | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| English | 1 | 1 | 5 | 19 | 49 | 25 | 0 | 0 | 0 | |
| Mathematics | 1 | 1 | 4 | 19 | 46 | 29 | 0 | 0 | 0 | |
| Science | 0 | 0 | 2 | 14 | 49 | 34 | 0 | 0 | 0 | |

| TEST RESULTS | | | | | | | |
|--------------|----------------------------|----|----|----|---|---------------------------------|---------------|
| | Percentage at each level | | | | | Pupils not entered [#] | Pupils absent |
| | Below level 3 [*] | 3 | 4 | 5 | | | |
| English | 7 | 15 | 51 | 27 | 0 | 1 | |
| Reading | 8 | 8 | 44 | 39 | 0 | 1 | |
| Writing | 8 | 28 | 47 | 17 | 0 | 1 | |
| Mathematics | 6 | 19 | 43 | 31 | 0 | 1 | |
| Science | 3 | 10 | 43 | 43 | 0 | 1 | |

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.

PARENTAL INVOLVEMENT

Home / School relationships are regarded as very important to the school. Parents are welcome to visit at any time and are kept informed of the children's progress or problems continually.

If parents wish to see the teacher or the Headteacher at any other time an appointment can be arranged. Where possible we try to involve parents in our visits out of school to help provide adequate supervision and support for each group. So please do offer to join us if you are available. Parents are often called upon to help in other ways when they have a particular skill to offer.

There are two parents' evenings per year: one in the Autumn Term so that parents can meet their child's new teacher and one in the Spring Term to discuss the year's work so far and their child's progress. Additional meetings are held to inform parents about the different curriculum areas and about new initiatives in school.

We value parental support or help in school. Please contact us if you could give us a little of your time. If you have any concerns or questions please do not hesitate to ask us.

Parent Teachers Association

We are fortunate to have an active and enthusiastic parent teachers association group under the direction of a committee that is elected annually in September.

All parents are automatically members of the group that offers a wide-ranging programme of activities. Meetings are held regularly in school and you will be invited by school letter to attend these lively meetings to help organise events.

As well as organising fund raising events through which school has gained enormously, there are opportunities to discuss educational issues.

Please come along. You will be assured of a warm welcome and your contribution will be appreciated. Any support you can give us will inevitably benefit our children. The meetings are relaxed, warm and friendly.

If you have issues that you think can be resolved by the committee, they are always ready to listen and help. Details of the committee can be obtained from school.

Smoking Policy

During 1995 school was recognised as one of a growing number of local educational authority establishments that were totally non-smoking. To this end we would not expect anyone to smoke on school premises. Continuously from 1996 to 2005 we have confirmed our position as a total non-smoking establishment. Whenever you visit school we ask you to respect this commitment.

Illness and Absences

Children do fall ill at school and we take the care we expect you would do yourself. Minor accidents are treated in the same way. However there are times when we may need to get in touch with you and it is **important that we have a current, emergency telephone number.**

Very occasionally children will need to visit hospital and we aim to provide the same care as you would. During these emergencies we will make every effort to get in touch with you.

Please use your discretion when sending children to school who are unwell. We have no facilities for looking after them. You will appreciate that children will be unable to benefit fully from schooling if they are clearly unwell or where taking a prescribed medicine which will have an effect on their ability to carry out the normal everyday tasks associated with attending school.

If you are in any doubt regarding your child's attendance at school, you should consult your GP. However, it may be necessary to send medicine with your child for the day. **All medicines must be handed in at the office, clearly marked with the child's name, with a completed "Administration of Oral Medicine" form. Copies of the form are available from the office. We will make every effort to follow your instructions.**

Members of the teaching staff, our school administration officer and lunchtime supervisors have received first-aid training and certificates.

Please try to inform us when your child is not going to be at school, preferably with either a telephone call or e-mail (silkstone.primary@barnsley.org) before 9.00am, or by letter when they return to school. Our Educational Welfare Officer, Mrs Shane Scott, will investigate prolonged absences.

Children who need to leave school during school hours must be collected from the main reception area. Please ring the bell for a member of staff to admit you. For their safety, we will not allow unaccompanied children to leave the school premises.

Family Holidays in school time

You are urged to take holidays out of school time. We believe that taking children out of school has a detrimental effect on their education and offers a message that school is not important. If you do decide to book a holiday, you are asked to complete a holiday authorisation form (obtainable from the parents area close to the school office) and return it to the office with the necessary accompanying evidence, as listed on the form.

School has the authority to sanction a **single** family holiday of up to ten working school days. The conditions under which a holiday may be authorised are outlined on the form.

If a holiday were authorised we would stress that important work will have been missed and that parents making a request for leave of absence should not expect special arrangements to be made by school for that pupil to catch up.

Leave taken without authorisation is deemed to be unauthorised and shown on the yearly report.

Our attendance rates for the year 2004/2005 were as follows:-

| % Authorised Absence | % Unauthorised Absence | % Overall Attendance |
|-------------------------|---------------------------|-------------------------|
| 3.2% | 0.5% | 96.3% |

Lunchtimes

The cost of a school meal is £1.50 and we ask that the money for the week (ie £7.50) be brought on the first day of the school week, in a sealed envelope with your child's name and class clearly marked on the envelope. Envelopes are available in the parents' area, or any used or new envelope can be used. Many parents prefer to pay for a half term in advance, which is very helpful for school.

Children are offered a choice of meals, a main meal (a traditional hot main course with a pudding), a jacket potato with a choice of filling with a pudding, or a grab a bag (sandwich, pudding, a packet of crisps and a drink). Menus are displayed in the parents' area, as well as in many of the classrooms.

Meals are mainly prepared and cooked in our own kitchens, with only a few items centrally prepared and delivered to the kitchens. Children who may require a vegetarian meal can be catered for. There is a tray plate system where children collect their meals on a single tray and take it to a table to eat. There is always a choice at lunchtime. Class R is always first into the dining hall followed by Classes 1 and 2 but the other classes take turns. Children who bring a packed lunch eat with the rest of the children. Once a child has finished their meal they will clear away and go into the playground where there will be lunchtime supervisors and playground organisers who take responsibility for the children over the lunchtime period.

Charging Policy

1 General

This policy has been drawn up in the light of the requirements of the Education Reform Act 1988 (Sections 106-111 and 117-118), the advice in DES circular 2/89 and the Barnsley current policy of charging and remission for school activities.

2 Activities during school hours

(i) Materials used in school

Normally all materials used in school will be provided free and there is no need for parents to make any voluntary contribution towards their cost. However, in the case of lessons where a finished article is produced, parents who indicate beforehand that they wish to retain the article, eg a cake, or a piece of technology, may be charged for the cost of the materials used or alternatively required to provide those materials. Parents who do not wish to retain the finished article may still contribute towards the cost of materials on a voluntary basis if they wish.

(ii) Transport

Transport within school hours will be provided free except for transport of pupils on educational visits. This transport will be subsidised by a grant of 50% provided from school funds via funds provided by the Parents' Association. However, the Governors do not propose to provide any financial assistance towards the cost of transport from home to school or any other place of education.

(iii) Activities during school hours

No charges will be made for any activities that take place during the school day with the exception of music tuition provided by members of the Performing Arts Development service in accordance with their published costs. However, all parents are strongly encouraged to make voluntary contributions at the appropriate level towards the cost of

school trips, residential visits and under circumstances when school incurs costs by bringing in expert, professional tuition to enhance the curriculum, in order that these valuable educational experiences continue to take place.

(iv) Board and Lodgings

Charges will be made for the cost of the board and lodgings element of all residential activities taking place in school time.

3 Activities taking place outside School Hours

(i) Optional extras

Most activities outside school hours will fall into this category and the full cost including board and lodgings will normally be charged to the parents of children who participate. Participation will be on a purely voluntary basis. The Governors recognise the value of these activities to pupils and strongly recommend that parents support them.

(ii) Teacher's expenses

Where teachers who accompany optional extra activities incur expenses, eg for transport or board and lodging, these will be recovered from the parents of participating children, the cost to be spread on an even basis between them. For these activities teachers will be engaged on a simple, separate "expenses only" contract.

Milk

Milk is provided for all children who request it. The cost is £6.00 per term payable on or before the last working day of the first week of the term. Children entering school during the term in which they are five do not pay for milk during that term.

School Dress

School has a compulsory school uniform which was introduced in September 1998 and we ask that our children conform not only to wearing the school uniform but to wear it in a manner which allows them to take a pride in themselves and school by appearing smart at all times.

We would like our children to maintain a school identity and give them a pride in their appearance.

The uniform is as follows:-

- navy sweatshirt/cardigan/jumper - plain or with school logo
- white/light blue/polo shirt/blouse/shirt
- grey/navy trousers/navy skirt/navy pinafore dress
- **no jeans**
- black shoes - **no trainers**
- alternative wear for summer - dresses - blue checked/striped
- shorts - plain navy blue or grey
no cycling shorts

Children do need PE and games kit, which they need to bring every day:

PE
Boys -Plain T-shirt, blue shorts and pumps
Girls -Plain T-shirt, blue shorts and pumps or plain blue leotard

Both boys and girls need a bag for putting their equipment in.

Football Football boots, pumps or trainers, plain blue shorts and shirt, socks and a warm top, preferably a tracksuit for wearing in poor weather.

Netball/rounders Plain blue shorts or sports skirt, plain T-shirt, pumps, trainers, and a warm top.

Cricket "whites" or as netball

The following articles are not recommended either as school wear or sports wear: cycling shorts, long fashion shorts, oversize clothes and shell suits in workshops where there may be a source of heat.

Jewellery or make up must not be worn except for watches or a single plain stud in pierced ears.

All clothes should be clearly identified with your child's name.

Children must not bring mobile telephones to school.

If you have any concerns regarding school dress we will be happy to discuss them with you.

Assemblies

The 1988 Education Act requires pupils to take part in an act of collective worship each day. Assemblies are generally arranged as follows:-

| | |
|------------------|--|
| Monday | Full assembly with Mr Barber |
| Tuesday | Full assembly with Mrs Graham |
| Wednesday | Whole school sing |
| Thursday | Key Stage assembly |
| Friday | Good work, class assembly, performance or achievement assembly |

Parents have the right to withdraw their children from acts of worship on religious or conscientious grounds. Parents who wish to withdraw their children are asked to see the Headteacher.

Educational Visits

Our school has a deliberate outgoing policy and a belief that it is necessary to build on first-hand experience. There is rarely a month that passes by without a class making an educational visit. Often the visits are around the village and at the beginning of the year we ask for your consent for your child to take part in all of these visits. At least 2 weeks before any visit you will receive another form, giving you an opportunity to provide your most up-to-date contact numbers applicable for the visit.

Visits that involve children travelling, and expense, still take place, but we ask for voluntary contributions towards the cost on the understanding that the visit will not take place if there are insufficient funds. Transport costs are subsidised by 50% by the Parent Teachers Association.

Discipline

The basis for good behaviour is a culture and an atmosphere where children feel happy and secure and there is mutual trust between teacher and child. The ultimate aim is for self-discipline. There is a short list of written school rules. Those we have are understood by the children as necessary to maintain effective running of the school for everyone.

It is the responsibility of each class teacher to maintain good order and discipline within the classroom.

We pride ourselves that our code of conduct is accepted by our children and that there are very few discipline problems. It is part of our policy that we should work together and should there be a situation where our discipline has failed then we would seek your views at the earliest opportunity. Further details of our discipline policy are outlined in our booklet: *Good Behaviour in School*.

School Records

During the school year there are two Parents' Evenings - one, during the Autumn Term and the second towards the end of the spring term. These are opportunities for you to discuss your child's progress with the class teacher. You will be informed by parents' letter of the dates of the evenings and invited to apply for one of the two dates offered. A ten-minute interview will be arranged for you.

You are also welcome to visit school at any time and either talk to member of staff or make an appointment should you feel that issues need longer period of time.

A school record with comments, profile, records of achievement, and National Curriculum records will be sent to you towards the end of the school year. You are invited to add to the records and return them to school to become a vital part of our record keeping system. If you would like to discuss the contents of the report with the teacher we would be delighted to talk to you.

These records are confidential and are open only to the people directly concerned with your child's education. Other school documentation is available on request from the school office. Arrangements for review should be made with the appropriate member of staff should you wish to discuss these documents further. You may purchase copies of these records at 10p per sheet.

Extra Curricular Activities

Every effort is made to provide out of school activities suitable for the needs and demands of our children. At present we are able to offer:-

| | |
|----------------------------|---------------------|
| Football | Cricket |
| Recorders | ICT groups |
| Choir | Environmental group |
| Art group for KS1 children | Orchestra |
| Running club | |

Children wishing to take part in activities outside normal school hours should ensure that they have your permission and that you know the arrangements for that evening.

Visitors in School

All visitors to school **must** sign in at reception and wear an appropriate identification badge. Anyone not wearing such a badge will be challenged and sent to the office.

School Terms and Holidays

Our school will be closed this year, 2005-2006 on the following dates:-

| | |
|---|-----------------------------------|
| Monday 24 October - Friday 28 October | Half term |
| Tuesday 15 November | Staff Training |
| Thursday 22 December - Monday 2 January | Christmas Holiday |
| Tuesday 3 January | Staff Training |
| Monday 13 February - Friday 17 February | Half term |
| Monday 3 April - Monday 17 April | Easter Holiday |
| Monday 1 May | May Day Bank Holiday |
| Monday 29 May - Friday 2 June | Half term - two weeks |
| Friday 21 July 3.30 pm | School closes for summer holidays |

School closes on Friday 21 July 2006 for a six week summer holiday.

There is a further 2 Staff Training days to be finalised for this year.

Governors

At present school have thirteen governors. The governors' names are shown on page four. They meet for formal meetings six times each year when they receive a full report from the Headteacher. Other meetings are arranged as and when necessary with the Governing Body. There are two sub-committees - the Finance and General Purposes Committee and the Curriculum and Personnel Committee.

If there are issues you would like to discuss with the governors their names, addresses and telephone numbers are displayed on the parents' notice board situated just inside Class 6 doorway.

Complaints Procedure

You have the important right to complain about issues (social, moral, curriculum, discipline, management, etc) in school. The governing body can deal with general complaints and the procedure is outlined below. The complaints procedure should start with an informal discussion with the class teacher and/or the headteacher.

If attempts to settle the complaint informally have failed, the complainant should then speak and write to the Chair of the Governing Body, whose address is available from school. The Chair will arrange for the complaint to be investigated and to be considered by the Governing Body.

If the complainant wishes to make an oral presentation to the Governing Body, this will be allowed. The purpose of this presentation will be to enable the complainant to bring out more fully the nature and detail of the complaint so as to enable the investigation to proceed. A response to the complaint may not be made at that stage.

The complainant will be notified of the outcome in writing, and will be given an explanation of the conclusion, the reason for it, and any action taken or proposed to be taken.

The LEA is available in an advisory capacity and advice can be sought from them through the school or direct.

You have the further right to have your complaint heard by other statutory bodies depending upon the nature of the complaint. Full details of these procedures are available from the school office.

Conclusion

We appreciate that it is not possible to give anything more than a glimpse of school life from reading our booklet. By far the best way to see school in action is to visit us during a working day. You are invited to telephone school and make an appointment. If you are moving into the area, please telephone and we will try and make arrangements for you to visit.

Our school aims to build up a positive working relationship with parents for the benefit of your children and the smooth running of the school. We will keep you informed through regular newsletters, parents meetings and information booklets.

We will share your concerns about your child since they will become one of our family as well as yours. We hope that you will become a regular visitor to the school. Informal visits are as important as the more formal, arranged appointments. In our village school, we pride ourselves that we know our families and not just our children

We look forward to working with you in the future and welcoming you and your children to Silkstone Primary School.

.....
S Barber
Headteacher

