

Tickton C of E Primary School



School Information Booklet 2018 - 2019



The child who thinks they can

If you think you're beaten you are
If you think you daren't, you don't
If you'd like to win but think you can't
It's almost a cinch you won't

If you think you'll lose you're lost
For in this world we find
Success begins with a good strong will
It's all in the state of our mind

If you think you're outclassed you are
You've got to think high to rise
You've got to be sure of yourself
Before you can win a prize

Life's battles don't always go
To the strongest or fastest man
But sooner or later the one who wins
Is the child who thinks **THEY CAN!**

Adapted from the poem - The man who thinks he can by Walter Wintle.

Welcome to Tickton C of E Primary School/

This booklet provides details about the school, its aims, curriculum and activities. We hope you will find it useful and informative. Although we have tried to provide you with as much information as possible about our philosophy and ethos there may be questions still left unanswered. You are more than welcome to visit the school to see us in operation.

The staff and I look forward to welcoming you as parents and promise to work hard to develop a happy and successful partnership with you and your child over the coming years. Confidence in a school comes from knowing and understanding what is happening within it. We hope you will take every opportunity to familiarise yourself with the school by spending time in the classrooms and at the various events we hold throughout the year.

Whilst academic achievement is very important, we also recognise the importance of developing the 'whole child' and place great emphasis on using our strengths through our creative curriculum to bring learning to life. We recognise the importance of developing independence and aim to provide children with appropriate skills for the future, so seek to make available to them opportunities and experiences to help them take a part in shaping their future journey through life and the responsibilities that go along with this.

We are all committed to the continued development of all aspects of school life and we welcome comments and suggestions from parents at any time.

Although all the information in this booklet is correct at the time of publication, changes may take place over time. We will make every effort to make parents aware of these changes as they occur through the weekly newsletter.

Miss Christine Brown
Headteacher

Contact information:

Main Street
Tickton
Beverley
East Yorkshire
HU17 9RZ
Tel: 01964 542498
Fax: 01964 544949
Email: tickton.primary@eastriding.gov.uk
Web site: www.tickton.primary@eastriding.gov.uk

About the school:

Tickton C of E Primary School is a Voluntary Controlled Church of England School and maintains strong links with its local churches. Our ethos is based on strong Christian values of love, respect, forgiveness and the need to work for peace and justice. These values have continued to serve the school and its changing community well as everything we do in school is underpinned by our Christian ethos which permeates all that we undertake and achieve. Ministers and other representatives from both churches in the village are regular visitors to the school and are valued members of the Governing Body. Representatives from the local church run a successful lunch-time activity based Christian group for our children which has seen them involved in local and national church events. At various times throughout the school year we hold services for the children and their families in the local churches, the community or in school.

At the present time there are 205 children on roll aged 4 – 11 with the majority coming from Tickton and the surrounding villages of Weel, Routh and Eske although more recently children from Beverley and the outlying villages have been joining the school, we now have around 40% of our school population choosing to join us from outside our catchment area.

VISION STATEMENT

Our Christian vision is for every member of our school family to thrive through a positive, nurturing and rich education within the context of our Christian values so that each child lives life in all its fullness.

“I have come so that you might have life – life in all its fullness.” John 10:10

We promote excellence in everything we do, inspiring our children for life today, tomorrow and in the future.

We summarize this in the simple statement:

‘Tickton School – Learning and Growing together’



We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. In applying the principles of the Disability Discrimination Act (DDA) and Disability Equality Scheme (DES) we strive to ensure all learners have the opportunity to reach their own personal best which we relate to in school as our **‘OPB’**. **We aim to consolidate our culture of inclusion and diversity, in which all people feel free to disclose their disability and to participate fully in school life.**

THE AIMS OF THE SCHOOL

As a pupil of Tickton School, working within an ethos based on defined Christian values and principles, children are entitled to:

- become a valued member of the school and the wider community.
- a supportive environment that provides opportunities, encouragement and expectations to learn with a positive attitude, whilst taking responsibility for their own behaviour.
- a stimulating, safe and secure learning environment that provides individuals with the challenge to make progress and attain the highest standards possible.
- a rich, broad and balanced curriculum that is matched to individual need, enriched by high quality teaching & first hand learning experiences that encourage independence in learning.
- learn using a wide range of technologies that will help prepare them for the ever changing world in which we live and work.
- learn about & understand the diversity of cultures and beliefs in the modern world.

We expect the children to aim high by:

- having high expectations of themselves and others in all aspects of work and behaviour.
- working well on their own or as part of a team.
- looking and listening so they can learn with a positive attitude.
- having the confidence to ask questions to learn more than they already know.
- expressing themselves in an imaginative and creative way.
- being prepared to face new challenges.
- thinking of others and valuing what they do.
- knowing how to look after themselves.
- caring for the world around them.

and ensuring that at all times they are aiming to achieve their 'OPB

SCHOOL ORGANISATION:

The school is organised into seven classes one for each year group. Our team of Teaching Assistants are deployed flexibly throughout the school to ensure that children have access to the best provision of support and challenge at all times.

We endeavour to use our own part-time teachers or Teaching Assistants to cover for staff attending courses or for those absent through illness to ensure minimum disruption to the children.

Teaching staff:

Mrs E Anderson	Class R (SENCO)
Mrs J Havercroft	Class 1 (3 days)/Assistant Headteacher
Miss Z Dowson	Class 1 (2 days) Class 2 (1.5 days)
Mrs A McCarter	Class 2 (4 days)
Miss Holdsworth	Class 3
Mr Blount	Class 4 (Assistant Headteacher)
Ms Wardlow	Class 5
Miss Brown	Class 6 (Year 6)

Non – teaching Staff:

Mrs J Parkin	School Business Manager
Mrs S Morgan	Administration / Curriculum Assistant (am)
Ms K Jackson	Higher Level Teaching Assistant (HLTA)
Mrs S Vokes	Nursery Nurse
Mrs H Dunn	Teaching Assistant
Mrs T Kirbitson	Teaching Assistant/Midday Assistant
Mrs J Ogilvie	Teaching Assistant/Midday Assistant
Miss M Lilley	Teaching Assistant
Miss S Jones	Teaching Assistant
Mrs S Ashenden	Teaching Assistant
Mrs K Smith	Teaching Assistant
Mrs D Sutton	Teaching Assistant
Mrs L Swift	Teaching Assistant
Mrs M West	Teaching Assistant
Mrs E Railer	Teaching Assistant/Midday Assistant
Mr S Mullenger	Caretaker
Mrs C Ridsdale	Cook
Ms J Peterson	Kitchen Assistant
Mrs R Walker	Kitchen Assistant
Mrs A Low	Senior Midday Supervisor
Mrs S Cobb	Midday Assistant
Mrs Truelove	Midday Assistant
Mrs J Oliver	Midday Assistant

In addition to our own staff the following personnel from outside agencies work closely with the school:
School Nurse – carries out medical interviews, eyesight and hearing tests. She discusses health, hygiene, personal safety and relationship education with pupils and can be contacted via the school office.

Education Welfare Officers monitor attendance and absences.

Educational Psychologist provides specialist support

SEN Consultant- Mr Marcus Brown

We also receive visits from the Behaviour Support Team, Speech Therapists and monitoring visits from staff at the Education Service for Physical and Hearing Disabilities (SAPTS). Other agencies and services are involved when the need arises to support the development and well-being of the children.

We are also indebted to the numerous adults who give their time freely to work alongside children supporting them with a wide range of activities.

SCHOOL GOVERNING BODY

The Governing Body is a legally constituted group of representatives made up from the:
Church

Parents – they have a child in school and are elected by parents. They serve, as do other governors for 4 years. Their role is to represent the views of parents on the Governing Body.

Local Community

School staff

Local Authority representatives

The Governing Bodies duties and responsibilities are detailed in law and its work is vital to help the school achieve high quality education for the children.

There are 11 members altogether who work collectively to secure the efficient management of the school's resources in energy, equipment and manpower. It determines how the school budget is spent. It has a responsibility to keep a safe and healthy working environment for all children, staff and visitors. It works with the school to determine the curriculum policies in consultation with the staff and headteacher. It maintains a variety of other policies on a wide range of matters connected with the running of the school. In its discharge of these duties it meets once a term, with various committees meetings being held throughout the year.

The Governing Body is made up of the following members:

Foundation Governors

Mr Ian Champion

Appointed by Church

Mr Jon Parker

Local Authority Governors

Mrs S Moran

Co-opted Governors

Mr B Sidy

Mrs D Bostock

Parent Governors

Mrs H Brierley (Chair of Governors)

Mr S Wilkinson (Safeguarding Governor)

Mrs L Harrison

Mrs Lyndsey Pottage

Headteacher Governor

Miss C Brown

Staff Governor

Miss R Brown

Periodically vacancies arise and when this happens parents will be notified by letter and be given the opportunity to stand for election.

PASTORAL CARE and PUPIL WELFARE:

Each class has its own teacher who is responsible for the pastoral care of that class; however children are encouraged to feel that all staff, teaching and non-teaching are available for help and support. We ask parents to keep school informed of all matters that may affect the well-being and performance of their children and we may, if necessary, suggest contact with external professionals if we feel it is in their best interest. We operate a programme called SEAL (Social & Emotional Aspects of Learning) which along with the taught PSHCE curriculum will help support children in dealing with relationships and their own personal well being. We have recently involved Family SEALS, a programme that links parents and children together in a learning journey of emotional well being. Parents report positive impact with 'parenting techniques' from these programmes.

Mrs West and Mrs Vokes, are our trained teaching assistants who can support children through targeted programmes of emotional support (ELSA) instigated through teacher or parents.

MEDICALS and MEDICAL INFORMATION:



Health summary forms are normally completed prior to children starting school and we ask that parents keep us updated if any situation changes. The school nurse carries out growth screening, vision and hearing tests at intervals up to the age of 11 and parents are invited to attend these examinations. The School Nurse or members of her team are happy to meet with parents to discuss any concerns that they may have and referrals to her can be made at any time through school.

From time to time children are invited to take part in other tests instigated by central government and local health authorities e.g. immunisation programmes, monitoring weight to manage obesity levels, in these instances letters will be sent home as permission is always needed.

ILLNESS IN SCHOOL:



Neither sleepy nor sick children do well in school.

If your child is feeling unwell before school it is advisable to keep them at home, their own surroundings are more conducive to a speedy recovery. If children become unwell at school, we always contact parents immediately. Please ensure you provide us with telephone numbers where you can be contacted in the event of an emergency and numbers of other responsible adults who can look after your child if you are unavailable. It is important that you inform us of updated telephone numbers or contact names so we can keep our records up to date. In the event of a serious incident or accident we would make the necessary arrangements to get your child to hospital and, of course, inform you immediately.

Guidelines from the Department of Health and our own local authority advise us to request that children suffering from certain illnesses are kept at home until the symptoms disappear; this ensures that the risk to others is kept to a minimum. If you are unsure of these please do not hesitate to contact school where we can give you advice.

IN AGREEMENT WITH THE GOVERNING BODY CHILDREN SHOULD NOT RETURN TO SCHOOL FOLLOWING DIARRHOEA AND SICKNESS FOR 48 HOURS AFTER THEIR LAST ATTACK.

As in all schools, head lice are an occasional problem. The treatment of the condition is simple and effective, we ask parents to inform us if they are troubled so that we can ask other parents to be extra vigilant and check their children's hair before sending them to school to prevent a serious outbreak occurring.

ADMINISTRATION OF MEDICINES IN SCHOOL:

If your child has to be given medicine during school time, it is important that you provide written/verbal information explaining the full circumstances of its need. The information should give details of the medicine, the time it should be given and how it should be stored.

The ideal is for parents to attend school and administer the medicine to their own child. If this is not possible then **parents or their appointed representative should visit school each day that the medication is required to authorise administration to our assigned member of staff.** Details of the medication, its storage and administration details must be recorded.

The dose can then be transferred from its original container into a syringe or container where it is then stored securely and appropriately for administration. School staff oversee its administration and sign to say it has been taken in accordance with requirements.



* Please note staff do this task voluntarily and we have the above procedures in place to protect them; we therefore ask that you comply with our requests to ensure the safe and correct administration procedures are followed.

NON-PRESCRIPTION MEDICINES CANNOT BE ADMINISTERED TO YOUR CHILD
THESE INCLUDE SUCH ITEMS AS THROAT LOZENGES, COUGH SWEETS etc.
please do not send them into school

For children who require eye or nose drops, arrangements must be made for an adult to come into school to administer them. If parents feel that their child is old enough and able to use them independently we can supervise the child while they, or an older sibling, administer them providing we have had authorisation of all the details of the medication and its management.

For children on preventative Asthma treatment we ask that parents complete an asthma plan document so that we are aware of administration requirements. We discuss with parents the best place to keep inhalers for safekeeping and ease of access. Older children usually take responsibility for their own inhalers. They are always available to the children and are taken along on school visits. Please inform us of any changes to your child's usual treatment. It is helpful if a spare inhaler can be requested from your Doctor so that it can be kept in school at all times. We also ask that you take a note of expiry dates and replace any kept in school as necessary

Staff are not able to apply sunscreen onto children, however we appreciate that in hot weather it is advisable for children to be protected and encourage its regular use. It should be applied before school and then parents are very welcome to come into school across lunchtime to re-apply it to their children. Older children can apply their own during the breaks in the school day.



Children can bring lip salve into school to prevent the discomfort of chapped lips however we ask that it is specifically bought for this purpose, is non-coloured or perfumed and labelled to prevent cross contamination between children. Class teachers will oversee its use. Anything deemed unsuitable will be returned home.

It is always preferential to book doctors, dentist or hospital appointments outside of school hours but if emergency treatment is required during the day children should be signed out at the school office before being collected from their classrooms. If the appointment is early in the school day please inform teachers or the school office staff of lunchtime arrangements as we have to book dinners before 10.00am each morning. Children must then be signed back in on their return.

Tickton School and its grounds has always been a completely non-smoking environment. To comply with the law we display signs to inform visitors of this and respectfully request that parents and visitors to the school extinguish cigarettes before entering the site.



ATTENDANCE:

Regular attendance is crucial to a child's progress both socially and academically. Absence for any reason other than sickness (music/dancing exams, special family circumstances etc) **must** be requested at least 10 days prior to the event for authorisation.

The law says parents do not have the right to take their child out of school for family holidays during term time and recent legislation with East Riding has been introduced to enforce this. Anyone considering taking their child / children out of school during term time should contact school to discuss the circumstances. is available on the school website. Unauthorised absences have to be referred to the Local Authority and penalty fines can be imposed. School does not provide work for children to complete if holidays are taken during term time therefore work missed needs to be caught up on their return. Evidence shows that time away from school can have a significant impact on progress therefore we will only support term time holidays in exceptional circumstances.

All parents are provided with the information relating to term time absence and a copy of the Term Time Holiday Policy is available on our school website for reference.

The school day starts at 8.50am and children are expected to make a prompt start. Registers close at 9.00am and children arriving after this time will receive a late mark. Arriving late causes disruption to others and can be unsettling for children who may miss out on initial discussions and instructions.

Regular late arrivals are followed up and a course of action introduced to improve punctuality. Reference to a child's punctuality and attendance is also made in the annual report.

We are required by law to know the reason for your child's absence from school. Please inform school, by telephone, email, in person or through a letter to enable us to keep our records up to date. Office staff will contact parents who have not reported absence to check on the reason for non-attendance. Attendance below 90% is always investigated and monitored, persistent absence will likely result in a meeting with the EWO to see how attendance can be improved.

TIMINGS OF THE SCHOOL DAY

- 8.50am - School registration
- 9.00am – Lessons begin
- 12.00 pm – Lunch time for KS1
- 12.05pm – Lunch time for KS2
- 1.05pm – Afternoon registration for KS2
- 1.10pm – Afternoon registration for KS1
- 3.30pm – School closes



CHILDREN WHO GO HOME FOR LUNCH SHOULD NOT RETURN TO SCHOOL BEFORE 12.55pm.

In the event of a serious incident we would not be aware of their presence on site as they would not be marked in the lunchtime register, it is important therefore that children **do not return until 12.55pm** and must register at the office before going on to the playground.

Children can return early when they are attending a lunchtime club as teachers mark a register of attendance for these.

HEALTH, SAFETY AND SECURITY

Our procedures are constantly under review. To ensure an effective and safe school day we have with governors agreed the following:

* Children should not arrive at school too early, especially in cold and wet weather. Ten minutes before the beginning of the school day is early enough. Staff are not on duty on the playground until 8.40am when they take over the responsibility of supervising children.

* Children should wait in the playground unless it is raining when they may go straight into school. When the whistle blows children are **encouraged to enter school independently**. Parents who need to see the class teacher are asked to go into school before 8.50am or after 3.30pm so supervision of the children is not compromised and learning not delayed.

* Parents are asked to wait in the playground or on the path leading from Main Street when collecting children.



The path leading to the car park is not for use by parents or pupils.

* For security purposes all gates around the playground are locked once children in school and re-opened at home time

* Children in reception enter and leave by the conservatory entrance / exit.

* Children in class 1 enter and leave by their classroom door.

* Children in class 2 enter through class 1 accompanied by their teacher and leave by the main office door.

- * Children in key stage 2 enter and leave school by the Library door and Y3 classroom door.
 - * Please inform school if any changes in collection arrangements are made. Younger children are handed over to their parent / carer at the end of the day and older children are instructed to return to their classroom if no-one has arrived. If you are delayed we ask you to telephone school to inform us so we can make arrangements to care for your child until they can be collected.
 - * Children going to Tickton Play Pals are brought into school and collected from key stage 1 cloakroom.
 - * Parental permission must be received for children to attend school visits and before or after school activities.
 - * If children are unable to attend an extra curricular club **we must** be provided with notification either verbally or by letter, email or a telephone call from an adult to ensure we know who has accepted responsibility for their safety and well being. We **are unable** to accept a child's message for their absence and will always follow this up with a telephone call for clarification.
 - * Parents and visitors should **always report to the main reception** so we know who is on site. All entrance doors have a security call button and camera connection, please press and speak into the receiver to obtain access.
 - * We politely ask that parents always close the school gates when leaving the site to help us keeping the site secure.
 - * The outdoor apparatus is for **Tickton School children only** and should only be used when a member of staff is outside to supervise. Please **do not allow pre-school children** to access it; staff will ask for them to be moved off.
 - * We ask children and visitors to keep to the paths and not use the lawned areas at the beginning and end of the school day.
 - * Dogs should not be brought onto the school site at any time, the school is subject to a Dog Exclusion Order and any brought on site without good reason could result in a fixed penalty notice.
 - * Bikes, skateboards and roller blades are not allowed in school, the playground and access paths are very busy areas at the beginning and end of the school day and accidents could occur.
- Children can scoot to school providing they have undertaken training to enable them to travel independently or they are accompanied by a parent. Scooters **must be parked in the shed** which is located just inside the Main Street entrance.

SCHOOL DRESS:

School uniform looks smart, wears well and helps to develop a sense of belonging. The Governing Body strongly recommends the wearing of our school uniform **as it is described** and requests that fashion trends are not followed.

Our recommended school uniform is listed below and we **expect** that all children will come to school dressed in sensible, comfortable clothes and footwear. Fashionable hair accessories/styles, jewellery and nail polish should not be worn.

The school uniform is made available through the PFA and Mrs Jayne Hall, a parent works tirelessly to organise this on our behalf. Order forms can be obtained through school or from the school website. Our uniform has been created to ensure that the same colour and styled items can be purchased locally from high street stores.

All clothing should be clearly named, this makes identification easy for teachers who can be faced with 30+ sweatshirts all the same colour needing an owner!

Winter clothes boys / girls:

Red sweatshirt or jumper / **v-necked cardigan**
Grey **smart** trousers (**not jeans or track suit trousers**)
Grey skirt or pinafore
White polo shirt (short or long sleeved)
Plain grey or red tights
Black shoes or plain **black** trainers



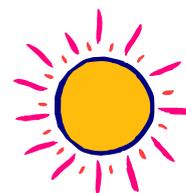
* School waterproof / fleece jackets are available for those parents who wish to purchase them

Sensible shoes; (heels or slip on shoes are dangerous and can seriously hinder safe play, children will not be allowed to use the outdoor apparatus if their footwear is inappropriate and may be asked to change into P.E shoes indoors). We ask that fashion trainers are not worn.

If alternative outdoor footwear is needed in bad weather, please provide a carrier bag to keep them in during the day and ensure children bring a pair of indoor shoes as boots or wellingtons should not be worn inside school.

Summer clothes boys / girls:

As above with the addition of:
Tailored grey shorts (football shorts or cropped trousers are not suitable)
Gingham red checked dresses
Flat sandals with secure straps (worn with socks)
Baseball caps / hats for outside play



P.E.WEAR:

Children are expected to change for P.E

Black P.E shorts (**long beach style shorts are not suitable**) and a plain white t-shirt are required, together with a pair of plimsolls / trainers for outside activities, particularly during the summer months. Children do P.E in bare feet in the school hall. Children may need warmer clothing during the autumn and spring term and for extra curricular sporting activities. Teachers will advise when this is required.

Long hair should be tied back and hair accessories should be removed.

P.E. clothing should be kept in a drawstring P.E. bag and should be available in school everyday. (We do not have room to store large P.E bags; they should not be brought to school).

Lost property is handed to Mr Mullinger, the caretaker, for safekeeping; parents are welcome to look through the large stock of unclaimed items at the end of the school day. Items not identified by the end of each term are given to a local charity.

JEWELLERY: Watches and **small** stud earrings are the only jewellery allowed. Children will be asked to remove other types of jewellery; it will be kept safe in a named envelope and returned home. The school's health and safety policy requires all jewellery to be removed for P.E. If children are unable to remove their own stud earrings they should bring plasters or micro pore tape to cover them up, or not wear them on P.E days. We have taken advice on this issue and removing earrings for the duration of the school day is in no way detrimental. Piercing of ears is best done during the long school holiday so that they can be removed after six weeks. Children who have hair braided and adorned with beads will be asked to keep it tied back.

SCHOOL DISCIPLINE:

Good behaviour is always expected with recognition given in many different ways.

The standards of behaviour we set in school are high and reflect the school's commitment to a caring, happy and work-orientated environment. We seek to deal with every child on an equal footing and in ways that are fair and just. Discipline is based on the development of self-control and co-operation. A high standard of behaviour is expected from the children at all times, pupils should show consideration, good manners and politeness towards others. Expectations are clearly outlined to all children from the onset and we accept nothing less than their 'Own Personal Best' OPB in relation to this target.

Children who are unable to meet the standards expected of them will be dealt with by the imposition of a loss of privileges. The school logs all serious incidents of unacceptable behaviour; we define this as anything that impacts on others and prevents the school from carrying out its work. From the outset, parents are kept well informed if there are problems with children's behaviour. Discussions between the pupil, parents and head teacher together with a joint plan of action usually resolves problems before they cause any major difficulties. On occasions we work with external professionals to support the development of good behaviour in the hope that we can prevent more serious action, this will always be done in consultation with parents.

In extreme situations, children who cause a threat to the safety of others or who repeatedly do not conform to the expected standards of behaviour run the risk of being excluded from school. If it is deemed necessary to exclude a child from school, the pupil's parents will have the right to appeal to the relevant committee of the Governing body.

LUNCHTIME ARRANGEMENTS:



Children have the option to stay at school or go home during lunchtime. They are supervised while eating a packed lunch brought from home or a very wholesome cooked lunch or salad from our production kitchen. At present all KS1 children are entitled to the Universal Free School Meals.

The latter options are prepared in line with government nutritional standards that ensure children receive a healthy balanced meal prepared from fresh ingredients. At present hot lunches are £2.20 per day. A termly menu is sent home in advance so that parents and children can select which days they will stay. Children can choose from the meal of the day, a vegetarian option or a salad, there is always a pudding choice which is made at the point of collection from the servery counter. We ask, if possible, that parents order and pay for that number of meals at the beginning of each week although they can be ordered on a daily basis should the need arise. Throughout the year themed menus are cooked – these fit in with significant celebrations or the school curriculum and prove very popular.

Cheques should be made payable to the East Riding of Yorkshire Council (ERYC).

*** If a meal is ordered but not taken we cannot reimburse costs***

Packed lunches may be taken in the dining hall, in classrooms or occasionally outside in good weather. Cooked meals operate on a continuous flow 'flight tray system' with classes taking their meals on a rota basis. Supervision of children at lunchtime is under the direction of the Senior Mid-day Assistant, Mrs Low.

We actively promote the school meal service and ask that parents support it by encouraging their child / children to stay for lunch for all or part of the week. Children taking meals generate the income for paying for the service and without sufficient income we have to subsidise this from other allocated budgets which is not good news for the school as it can have a detrimental effect on resources. We look forward to welcoming parents and other family members into school to share a lunch with their child when they can experience the quality for themselves, adult meals are £2.65 at present.

Our birthday lunch is a popular option for children who on their birthday receive a birthday badge, birthday muffin and a rendition of 'Happy Birthday' from other children in the dining hall. Children really enjoy having their parents or other family members sharing this event with them.

To meet the new government guidelines the restriction on serving nuts and seeds has been lifted as no food manufacturer will guarantee their products completely nut free. We do however ask parents not to send nuts in a packed lunch. We do ask for information about food allergies and intolerances and make sure everyone is aware of any children affected. We do not allow children to share food to ensure the safety of children with an allergy. Meals for specific diets can be catered for, please provide details and additional medical notes to support your request. The termly menus contain vegetarian options if that is your child's preferred choice.

If your child fails to eat their meal (either hot or packed) the mid-day assistants inform the class teacher who will contact you if this becomes a worrying trend. Food not eaten from a packed lunch is returned home for you to see.

Children study healthy eating as part of the school curriculum and we ask parents to consider this when sending in a packed lunch. A leaflet prepared by a dietitian is sent to all parents offering advice on the preparation of a healthy packed lunch.

WE ASK THAT CANS OF FIZZY DRINKS, GLASS BOTTLES, HOT FOODS OR SWEETS AND CHOCOLATE BARS ARE NOT SENT AS PART OF A PACKED LUNCH.

We operate a 'Best Buddy' system at lunchtime ~ a group of year five and six volunteers support the lunch time staff along with a group of trained 'Play leaders' who work alongside younger children by helping to organise games and activities. Lunchtime staff supervise this and ensure that as many children as prefer to have access to structured organised activities.

Each Friday children are selected to sit together for their lunch (with a friend) on the VIP table in recognition of excellent work throughout the week.

Children also have access to a range of clubs and activities organised by teachers and members of the support team.

FOOD IN SCHOOL:

To conform to Government standards all food and drink available throughout the day must comply with regulations. Children have access to filtered, chilled water throughout the day. Fresh fruit is made available to all Foundation stage and Key Stage 1 children each playtime, older children can buy pre-ordered bread based snacks on a termly basis. If children bring their own fruit or vegetable snack from home we request that it is in its natural state and not processed in any way.



Food prepared as part of curriculum work aims to be nutritious, tasty and where possibly environmentally sustainable. When food is used to mark special occasions or as part of the reward system we are mindful of the regulations as we do not want to promote eating poor quality food with a celebration however we also recognise that no food is a bad food and everything in moderation is good!

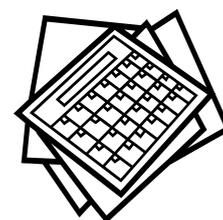
ADMISSION AND TRANSFER ARRANGEMENTS:

The Local Authority is responsible for admissions to the school. Children are admitted to school in the September of the year in which they are five without reference to their aptitude or ability. The annual admission number for the school is currently 30 in each year group although this is often exceeded. Information will be sent to parents well in advance of the deadline for submitting an application which can be done on-line or as a paper application if required. In the event of over subscription in any one-year group the following criteria will apply in line with the Local Education Authority Admission Policy:

- That the child has a special need that can be best provided for by Tickton School
- That the child is looked after by the local authority
- That the child resides in the school's designated catchment area by January 2014.
- That the child has a brother or sister already in the school in reception or years 1-5 at the proposed date of admission
- Distance from home to school (shortest available walking route) – the LEA use a computerised mapping programme to determine this distance.

The deadlines outlined must be strictly adhered to.

- **Submission of online applications September – 15th January 2019**
- **Announcement of allocations – Posted on the 16th April 2019 or delivered in an email**



Parents considering sending their child to Tickton School are welcome to telephone and make an appointment to visit and meet with the Head teacher and have the opportunity to view the school in

operation. This provides an opportunity to share the atmosphere of the school, something that is very difficult to convey in writing.

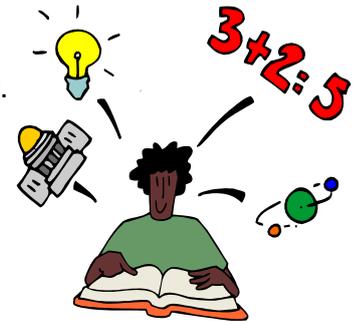
Following the allocation of a school place, new parents are invited to meet the staff at an evening event in the summer term when admission information is shared and staff are available to discuss issues of interest or concern. The children then spend time with Mrs Havercroft / Ms Anderson (class teachers) and the nursery nurse and teaching assistant, when they will have the opportunity to familiarise themselves with the classroom environment in preparation for their admission to school in September. Staff also visit the children in their pre-school setting prior to any initial visit to school. Parents and children can also join us over lunchtime to sample the meals on offer and experience playtime.

Children begin full time education in the September following their 4th birthday. We operate a staggered entry over the first two weeks to give the children time to settle in smaller groups.

On leaving Tickton School children transfer to Beverley Girls High School, Beverley Grammar School, Longcroft School or another East Riding secondary school, (this is determined by a home address and we are happy to advise on this if further information is required). Established procedures are in place to ensure this transition is smooth and effective; the children are given the opportunity to attend their secondary school in the summer term of year 6. Teachers from the secondary schools sometimes come into school during the year and work alongside the children and on occasions the children are given the opportunity to have taster lessons at one of the secondary school sites.

THE SCHOOL CURRICULUM:

The Early Years Foundation Stage curriculum (started at nurseries and pre-schools) is completed during a child's first year in school after which they enter Key Stage 1 (years 1 and 2), with years 3,4,5 and 6 being known as Key stage 2. The school curriculum is planned to develop skills and knowledge in Literacy, Mathematics, Science, Information & Communication Technology (ICT), Design Technology, History, Geography, Art, Music, Physical Education, Personal Social, Health & Citizenship Education and Religious Education. The National Curriculum (2000) Programmes of Study are followed throughout. Religious Education is taught according to the County's agreed syllabus.



Teaching and learning across the school reflects our developing curriculum in delivering a creative, personalised programme matched to our children's needs and interests. Children access mathematics, phonics and literacy through teaching based on their stage of development, not just their chronological age, which is built upon rigorous continual assessment and monitoring.

Our creative curriculum is led by first-hand experience, linking subject areas and skills together in a meaningful and interesting way for all our children. Pupils are involved in developing and planning themes to cover all aspects of the National Curriculum alongside the skills progression which extends learning further. Children work alongside peers and in 'family groups' for specific focus days. We try, as much as possible, to bring into school visiting experts, provide regular visits out of school and learning opportunities outside the classroom. Following our participation in a three year funded Creative Curriculum project we are fortunate to have been able to equip all staff with specific sustainable skills and resources related to dance, drama, percussion and film making skills.

Under the Education Reform Act parents may not be charged for activities taking place wholly or mainly during school hours. However, when taking children on an educational visit or working with external professionals, voluntary donations from parents are very much appreciated. Without these donations we would not be able to offer the enrichment activities that such visits can provide to enhance learning for the children. If parents find payment difficult we are happy to discuss this in confidence and will try to support in any way we can.

Permission is always sought before a visit takes place and full information is sent out in advance. We ask parents to grant permission when their child starts school for local visits e.g. walks around the Village, visits to the local churches and sporting activities in class time at the local secondary school. This permission lasts for the duration of their time in school. We cannot take your child out of school without your permission and ask for you to return forms promptly. All visits are organised in accordance with Local Authority procedures and guidelines.

Emphasis is placed upon the importance and range of teaching and learning styles to ensure there is a balance between class, group and individual learning.

We aim that every child receives the curriculum to which they are entitled. Teachers ensure that work is suitably differentiated to match the needs of each individual ably supported by a strong team of support staff. These needs are seen not only as intellectual but also physical, creative, social, spiritual, moral and cultural. To achieve this, resources both human and material will be deployed in the best interest of all our pupils.

School staff report to governors on the progress within each subject area as part of their monitoring of the curriculum.

We provide information at different times as to how parents can support their children at home as it is this partnership which is proven to have a significant impact on a child's progress and success.

SPECIAL CURRICULAR ARRANGEMENTS:

Special Educational Needs can be interpreted as children experiencing difficulties or requiring additional challenge to maximise their potential.

Children's special educational needs are catered for, as far as possible, within the classroom by their own teacher supported by teaching assistants. Occasionally some children may work in small group situations in or outside the classroom on additional work to support or challenge their learning. We also employ a SEN consultant to support the work done in school and liaise extensively with the LA & NHS specialist professionals.

Our accommodation ensures that we have appropriate facilities to cater for children with a wide range of special needs and we suggest that parents discuss with us the individual needs of their child to ensure we can make the necessary arrangements prior to children starting school.

Ms E Anderson is the member of staff with responsibility for identifying and co-ordinating the special educational needs of pupils. She works closely with classroom teachers, teaching assistants and external professionals to produce individual or group plans that are delivered at regular times throughout the week. Mr Blount has oversight of Gifted and Talented provision and he works closely with teachers to plan, deliver and monitor their individual or group projects. Parents can make an appointment through the school office if they wish to discuss matters of concern.

Ms K Jackson, our HLTA, leads the team of Teaching Assistants and helps to plan and deliver specific programmes of work within this area. All staff with responsibilities in this area are able to inform governors of the provision of these specialised programmes and the developments needed.

As part of our Special Educational Needs Policy the school caters for pupils through:

- Early identification of concerns through ongoing assessment
- Appropriate grouping of children
- A balanced range of differentiated activities
- Careful planning with clearly stated learning objectives
- Effective use of resources
- Additional adult support
- External advice and provision where appropriate

We ensure that children with special needs are well integrated into the school and take part in all school activities and are taught all subjects. Parents are kept fully informed at all times of any arrangements or changes to existing provision and are invited in to school on a regular basis to discuss the progress of their child and how they can be best supported at home.

Specific SEN funding is allocated to:

- **Teaching and Non-teaching support** – to work with individuals or small groups of children
- **Provide resources** – for children with specific needs
- **SEN Co-ordinators time** – to monitor children's progress, prepare & review individual plans
- **Consultancy with external agencies**

Children work through the following stages during their time at school:

FOUNDATION / RECEPTION:

Children are working on the EYFS (Early Years Foundation Stage Framework) which continues from their pre-school education and are given practical experiences in order to develop early skills in the seven areas of learning and development. Children should mostly develop the **3 prime areas** first. These are: **Communication and Language, Physical Development and Personal, Social and Emotional Development**. These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop the skills in **4 specific areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design**. Children in EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place indoors and outdoors. Parents are requested to play a key part in this stage of their education sharing significant 'milestones' with the teacher on a very regular basis which will be used to support assessment of children's progress. The system for this will be explained in detail on entry to school.

KEY STAGE 1

YEAR 1: The children continue their learning journey through a 'hands on experiential learning based curriculum with themed topics. There is an increasing emphasis placed on written recording throughout the year. Children are encouraged to communicate verbally with confidence in a variety of situations. Children undertake a statutory national phonics screening activity in the summer term, the outcome of which is reported to parents, this identifies any specific gaps in their understanding and provides a focus for further learning.

YEAR 2: Children develop their skills in all curricular areas to a higher level and are encouraged to further develop and use the written word / number to record results and observations competently and confidently. It is a statutory requirement that results of performance at the end of Key Stage 1 are reported to parents, these outcomes are achieved from a wide range of informal tests and the professional judgements of teachers from moderated activities. .

KEY STAGE 2:

YEAR 3: Throughout year 3 children refine, consolidate and develop the skills they have acquired in Key Stage 1 as they undertake a much wider knowledge based curriculum.

YEAR 4: Purposeful learning situations facilitate refinement and further development of their skills with a greater emphasis on independence or co-operative collaboration in working when requested.

YEAR 5: Most children should have become competent and confident communicators, both verbally and in writing. Understanding of mathematical concepts continues to be built on a firm and practically based foundation. An investigative approach to learning enables the children to utilise their skills in a variety of ways.

In years 3,4 and 5 as part of their continuous assessment the children undertake the optional standardised tests during the summer term to enable teachers to make informed judgements about progress and achievement which paves the way for identifying areas of further development.

YEAR 6: In preparing the children for transfer to secondary education we aim for them to reach their maximum potential as individuals at this stage in the development process. They should be numerate and literate and able to utilise the skills they have learnt in a variety of ways. They should be confident and competent in the use of Information and Communication Technology and understand its importance in the modern world.

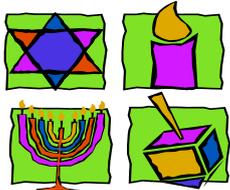
Formal statutory assessment at the end of Key stage 2 takes place in line with government regulations with the results being reported to parents and the future secondary school.



Throughout key stage 2 children learn French as an introduction to the work they will encounter at secondary school, developing an understanding of the language and cultural aspects of the country. In key stage 1 a range of languages will be introduced in the form

of greetings, numbers, songs etc to help develop confidence and a curiosity for the spoken word in the world around us. From time to time children study themes based on either Europe or the wider world to enable them to develop an understanding and interest in life beyond their own early experiences.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP POLICY:



Throughout both key stages the children develop an increasing awareness and knowledge of the bible, religious festivals, places and people of our own and other cultures through stories and activities.

As a Church of England Voluntary Controlled School the school complies with the law and provides religious education and daily collective worship for all its pupils. In accordance with the trust deed the daily act of collective act of worship is Christian in character and has moral content concerned with care and respect for others. The school's religious education follows the guidelines of the revised County's Agreed Syllabus (2010) and introduces the children to other religions. The school can make arrangements for parents who wish to exercise their statutory right of withdrawal from religious worship or education.

We are supported by the Ecumenical Church of Tickton and welcome visiting ministers or other key figures from both the Methodist and Anglican Church in assemblies, through a Christian lunchtime group and with curriculum activities. At intervals throughout the year children attend the churches to participate in services led by the church ministers, some of which parents will be invited to. A small group of pupils also support Ms Anderson with collective worship planning.

Children in Class R are presented with a children's version of the Lord's Prayer on entry to school as a welcome gift from the PFA at a special assembly to which parents are invited. The church present our year 6 leavers with a book to support their transition to secondary school.

SEX EDUCATION:

Sex education is taught as part of a programme relating to 'Health for Life', delivered as part of the Personal, Social, Health & Citizenship (PSH&CE) curriculum. Much of the programme has as its point of reference in the programmes of study for science at Key Stages 1 and 2. However more specific teaching on life cycles, body changes and hygiene will take place in years 5 & 6. The content of this programme will be available for parents before teaching and learning takes place.

The school nurse delivers specific information to year 5 girls relating to menstruation and information relating to 'Growing up' to all children in year 6. Parents are invited into school to view the film and discuss the content of the accompanying talk. During the earlier years related matters are dealt with as they arise in a sympathetic and confidential manner and anything of concern is shared with parents.

We believe that sex education is best placed within the overall context of family life and relationships, stressing the need for positive attitudes and a sound moral framework.

ROAD & PERSONAL SAFETY EDUCATION:

Road safety issues are dealt with frequently and regularly as an integral part of our pastoral care of the children. We welcome visitors into school with expertise in this area. The oldest children are given the opportunity to participate in cycle training, year 4 children in a programme of pedestrian training and year 2 children scooter training, all of which are provided by trained instructors through the Local Authority.

We have pupil Road Safety Officers who promote road safety activities throughout the year. We actively encourage the wearing of reflective armbands and stickers during the winter months to make children easier to see when visibility for motorists is poor. We participate regularly in 'National Walk to Schools Weeks' throughout the year in our quest to reduce the amount of cars parked outside school.



We review the school's priorities for encouraging safe travelling to school. We actively promote **PARK & STRIDE** whereby parents park their cars at the GL Cullington playing field and then complete their journey on foot. By doing this we try to reduce the number of cars outside school making the entrance / exit safer for the children. We ask our parents to sign up to a 'Consideration Pledge' that requests they consider and agree various ways of making children's entry and exit to school as safe as possible.

New traffic measures have been introduced around the school; these include a 20MPH speed limit and mandatory no parking and waiting areas. Local PCSO's carry out random patrols to help enforce the law and keep the children safe. It is our aim to reduce travel to the immediate area outside school significantly and respectfully ask all parents to question:

“Is it necessary to drive to the school gate and can I park elsewhere?”

We also ask that parents are considerate of our neighbouring residents; complaints have been received of cars parked across driveways or directly opposite exits making it difficult to manoeuvre out into the road. Parents can be extra vigilant and supportive of our quest to provide a safe entrance and exit route to and from school by reminding any parents who have forgotten the rules or by forwarding on registration numbers to the village PCSO.

Please remember the school car park is always out of bounds to both pupils and parents at any time during the school day. If the gate is open it is to allow staff cars to park or delivery lorries access to the kitchen. The open gate is not an invitation to come in!

EQUAL OPPORTUNITIES:

The school is pro-active in its attitude towards equal opportunity. No member of the school community is discriminated against for reasons of gender, race, disability or creed and we comply with the law by having appropriate policies that reflects our practice. Through its content and organisation the curriculum provides the children with a non-sexist education. Children have equal access to all equipment and opportunities. We commit ourselves to the belief of enabling harmony to exist at Tickton School and actively promote cultural understanding, tolerance and respect for others. It is our determined view that together we will give children the confidence to challenge prejudice and injustice and be a part of a culture that respects and values the individual, enjoys togetherness and celebrates differences.



PROVISION OF SPORT:



We aim for children to develop skills, which can and should be used in team situations and general sporting activities. Sport plays an important part in children's physical development, promoting general well being, growing fitness, strength and agility. Activities of a sporting nature play an important role in children's physical, emotional and social development. Children should learn to enjoy participating in sporting activities and hopefully develop their interests further through our extra curricular clubs and in their own leisure time. Children practise basic skills in a wide range of activities, developing and refining them to their highest achievable level. We aim for them to participate in a wide variety of physical activities experiencing social interaction and co-operation within a team situation. We are participating in a scheme to promote physical education involving specialist P.E teachers from local secondary schools, which gives us the opportunity to compete in a range of different sports against local schools and achieve the government target to provide quality physical activity for children, with 2 hours of actual P.E. Year 3 pupils and sometimes older non-swimmers attend Beverley swimming pool during the spring term for specialist teaching to ensure they achieve the minimum National Curriculum requirement of being able to swim 25 metres. We also hold an annual swimming gala in the spring term for pupils in both key stages to which parents are invited.

EXTRA CURRICULAR ACTIVITIES:

We have a wide range of extra curricular clubs on offer for the children, before and after school and some during lunchtime. Clubs run by external instructors have a minimal cost attached to them. Design Technology and Art clubs run by school staff incur a cost for the materials. Some clubs run throughout the year others are seasonal being dependent on the weather.

Throughout the year the following clubs run, some each week and others for shorter periods of time:

Before school: Judo

Lunchtime clubs: Computers, Dance, Games Club, Incredibles (Christian Activity group),

After school: Art, Badminton, Netball, Tag Rugby, Movie Makers

We continually search for new opportunities for the children and always welcome any offer of support from our parents.

CONSULTATION EVENINGS:

These take place each term when parents are able to meet with the class teacher to discuss progress and achievement and view children's work. Children are invited to attend along with their parents at the spring term meeting. We do ask however that parents do not wait until the formal consultation meeting if they have any concerns about their child, teachers are always willing to discuss any worries, before or after school. Likewise teachers will share concerns with parents in order that small problems do not escalate into larger ones – by working together we aim to ensure every day is a 'good day'.

A detailed annual written report on each child's progress is issued towards the end of the summer term, this is for parents to keep and provides an in depth summary of children's achievements over the school year. Any concerns from this can be discussed at the final consultation meeting however for many parents this is an opportunity to share a celebratory evening in school viewing their child's work feeling it not necessary to meet with the teacher.

We also hold various curriculum information events at different times; these have included literacy, maths, ICT and assessment. Our annual open days when parents have the opportunity to join in during a learning session have proved increasingly popular. We also invite parents to share in the Harvest, Christmas and Easter celebrations. Each Christmas children are involved in a performance either in school or in a service at the local church; this has always proved to be popular and enjoyable activities in the past. Other opportunities to invite parents and family members into school have included 'arts exhibitions', music concerts and sporting events.

We invite parents to complete an annual questionnaire that helps us to determine what works well. Comments from the questionnaire can help us to improve things in the best interest of all and we really appreciate the contributions made.

PARENT HELPERS:



There are many areas of school life, which would be almost impossible without the help of parents. We encourage parents to come into school to help in the classroom and we make requests at intervals throughout the year to recruit. Other parents who are unable to make a regular commitment to school offer their support with such things as transport to sporting activities or assisting with school events. A meeting is arranged with parents to discuss their role in school. Parents do not work in the classes where their own children are being taught. Legislation under the Safeguarding Children's Act requires that all adults working alongside children must have up to date DBS clearance; these forms are available from school and arrangements are in place to process them through the Local Authority at no cost to yourself.

PARENTS & FRIENDS ASSOCIATION (PFA):

The friends of Tickton C of E Primary School organise fund raising events throughout the year for the benefit of the children in the school. Events of a purely social nature are also planned. Recent events have included; a Christmas Fair, Family Fun nights, Disco's & Craft Fairs .

Recent funding from the PFA has enabled us to install Stage Lighting, picnic benches and playground seating, a Jubilee Garden to commemorate the Diamond Jubilee, £3,000 to support Design and Technology equipment and a substantial contribution towards the installation of an outdoor learning space which will allow children the opportunity of using the outside learning environment all year round. We have also had new i-pads and reading books this year.



The PFA is made up of a willing group of parents who work tirelessly to organise fund raising social events. They have twin aims:

- To foster extended relationships between the staff, parents and others associated with the school in the best interest of the children.
- To engage in activities which support the school and advance the education of the pupils attending by providing additional resources.

Anyone interested in working with this group is warmly invited to get involved; they meet termly and then as required before events. Any amount of support that can be offered is greatly appreciated. We keep a list of people who have time, expert skills or lots of patience and a willingness to support us. We would be pleased to hear from any new parent or member of the extended family who would like to be included.

IF THINGS GO WRONG:



We are proud of our positive relationships with parents and the local community. We always try very hard to meet our targets and uphold the policies and procedures described in the prospectus. However we recognise that sometimes things do not go to plan and parents may feel the need to question and possibly complain. Initial contact should be made with the school, either to the class teacher or the Headteacher. Occasionally issues are filtered to school through parent governor representatives. School personnel will do everything in their power to resolve any issues of concern quickly and effectively in the best interest of all concerned.

Only when the Headteacher is unable to resolve a complaint or the complainant is unwilling to meet with the Headteacher should the complainant invoke more formal procedures by contacting the Chair of Governors. The Chair of Governors will investigate the matter and hopefully resolve the matter. If this is not possible the issue will be referred to the Governing Body Complaints Committee who will try to complete the investigation into the complaint within two weeks.

We have to inform parents that they can complain directly to the Local Authority or Ofsted but historically this has never been needed and we hope this will continue to be the case as we would hope that nothing ever becomes so serious that it cannot be resolved internally.

Our 'Open Door Policy' and emphasis on positive relationships supports this very well.

If you have any worries or concerns our Child Protection Officers are Miss Brown (Headteacher) and Mrs Havercroft (Assistant Head/SENCo.)