



**Welcome to**

**North Rigton Church of England**

**Primary School**



**School Prospectus**

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## Welcome to North Rigton Church of England Primary School

Dear Parents and Carers

Our school, North Rigton Church of England Primary, is a small and welcoming place with four friendly classes. We are a family; where all our staff are dedicated to providing a stimulating, exciting and inspiring environment where everyone feels loved, valued and cherished. Creativity is encouraged, individuality is valued, working hard is prized and all our children flourish.

### The Mustard Seed

He said, "What is the Kingdom of God like? To what shall I compare it? It is like a grain of a tiny mustard seed, which a man took, and put in his own garden. It grew, and became a large tree, and the birds of the sky lodged in its branches."

Luke 13:18–19

Every member of our school staff is committed to nurturing our 'tiny seeds', dedicated to providing them with all they need to grow and blossom. Teaching and learning is tailored to individual needs and our teachers enjoy planning a fun and engaging curriculum. By promoting excellent behaviour through our Christian values, we enthuse in all our children a genuine love of learning and perseverance as well as respect and care for each other. By the time our children are ready to leave us they are flourishing.

We value highly the relationship between home and our school and encourage all our parents and carers to take an active part in the education of their children. The relationship between our school staff, parents, governors and the church and community, we recognise, is an essential one.

Our children are at the centre of all we do and their well-being, as well as their academic achievements are at the very heart of every decision we make;

**enabling all to grow, blossom and flourish.**

I hope that this prospectus gives you the information that you need about our school. If you have any questions which the prospectus has not answered, please do not hesitate to contact the school office. We will happily arrange to meet with you and give you a tour of our school.

With every blessing

**Mrs Amber Andrews**  
Head Teacher

## Values and Vision

As a Church of England school in the community our values are paramount to the ethos of our school. These values inform our school's policies and practices.

**Our Values:** Respect, Positivity, Compassion, Koinonia, Perseverance, Independence

These clarify our ethos, our expectations and aspirations for adults and pupils.

These values are central to all we do and we give a high profile to these in the school with pupils, parents, staff and the community and thereby to inform everything we do. When we evaluate our work and impact as a school this includes regular reference to our values. These values form a key part of our Vision and encompass our distinctiveness as a Church of England school. This in turn is informed by our ethos statement:

### **Ethos:**

We provide a happy, positive Christian Ethos in school, aiming to preserve and develop the schools' religious character in accordance with the principles of the Church of England and provide the highest quality of education within the context of Christian beliefs whilst recognising that there may be children of other faiths in school. This ethos together with our values informs our school vision:

### **Vision**

**At North Rigton Church of England Primary School our vision is for all learners to become motivated, confident and competent.**

**All will be able to grow as independent and informed spiritual beings and as responsible citizens, skilled for the 21<sup>st</sup> century, each fulfilling their personal potential.**

### **Skills**

**Confidence**

**Spirituality**

We believe that all children in the 21<sup>st</sup> century will need to be:

Literate

Numerate

Articulate

Creative

Confident

Knowledgeable

Self-motivated

Approachable

Able to use and question ICT

Able to work on their own

Able to work with other people

Able to think creatively and make connections

Able to analyse problems and create solutions

**Able to be the best that they can be!**

**Every child deserves to enjoy school life!**

**Through our values we create a safe, inclusive and caring environment in which all learners can thrive.**

## **The Foundation Stage: Reception Class: Apples**

Your child's first experience of school, in Reception, is crucial. We put a great deal of effort into helping your child develop as an effective learner.

Young children learn through play, and our foundation curriculum is planned to give a wide range of first hand experiences while this takes place. This enables children to acquire knowledge, skills, concepts and attitudes in a meaningful way. Our curriculum is planned to provide the best opportunities for children to learn. The children are carefully observed so that we are sure of their level of development and we can provide for their individual needs. We aim to create a happy, friendly and caring environment where the children feel loved and valued as individuals and feel safe and secure. We believe that our high expectations related to the capabilities of the children enhance their achievements.

Our curriculum aims to ensure a continuous and appropriate experience for children. The work that has gone before in pre-school settings continues in the Reception class and beyond. Parents are the child's first teachers, and this role is as important as ever when children start school. The partnership between parents and teachers is one we value and encourage at North Rigton.

We aim to provide a broad, balanced, stimulating and supportive environment in which each child can grow and develop. One of our goals for the children is to help them become as independent as possible. This means giving them lots of opportunities to make choices, including freedom to access the resources they would like and the freedom to play inside and outside.

We follow the Early Years Foundation Stage Curriculum which is very holistic. It has seven areas of learning and we plan our activities carefully in order to meet the needs of children within this framework. There are three 'prime areas' and four 'specific areas'. The prime areas develop quickly in response to relationships and experiences, and run through and support learning in the specific areas. The specific areas include essential skills and knowledge. The areas of learning are as follows:

### **Prime Areas**

#### **Personal, Social and Emotional Development**

This area covers Self-Confidence and Self-Awareness, Managing Feelings and Behaviour and Making Relationships:

- Promoting a positive disposition to learning
- Building self confidence and self esteem
- Making relationships, developing a sense of community and learning how to function in a group outside of their family
- Developing behaviour and self control
- Increasing independence in looking after themselves

#### **Communication and Language**

This area covers Listening and Attention, Speaking and Understanding.

- We learn to communicate with others in a range of ways by listening to others and taking turns speaking.
- We develop a wider vocabulary and descriptive language
- We learn to listen attentively to stories, songs, rhymes and poems and respond to what we hear
- We learn to follow instructions and answer questions
- We learn to communicate our own ideas and stories

## **Physical Development**

This area covers Moving and Handling and Health and Self-Care:

- We enjoy climbing outside on the apparatus and during our weekly movement session
- We use PE equipment like hoops, balls and beanbags to play games
- We develop our fine motor skills by learning to tear, cut, sew, and manipulate objects
- We handle tools and equipment effectively, including pencils and pens
- We learn the importance of physical exercise and a healthy diet and talk about ways to keep healthy and safe
- We learn to manage our own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

**Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive.**

## **Specific Areas**

### **Literacy**

Reading and writing - We help children take the first steps towards reading and writing. We aim to foster an enjoyment of books by sharing them with the children and making them readily available, as well as making other examples of writing available in the classroom, such as labels, signs and lists. We give children opportunity to "write" using lines, symbols, pictures and letters in such contexts as the home corner and the playground. We also introduce the children to the Letters and Sounds scheme to trigger an interest in the sounds letters make.

### **Mathematics**

This area covers helping the children to grow in confidence and competence in using key skills in maths. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. This comes through stories, songs, games and imaginative play, so that children can enjoy using and experimenting with numbers.

### **Understanding the World**

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This includes helping children develop the skills of observing, predicting, exploring, investigating, interpreting, discussing, decision-making and using tools and materials appropriately. Through this they learn about themselves, other people and the broader world around them. It provides a foundation for historical, geographical, scientific and technological learning.

### **Expressive Arts and Design**

This focuses on the development of children's imagination and their ability to communicate and express ideas and feelings in creative ways through art, music and movement. We use paint, dough, singing, material and many other media to give the children opportunity to develop creatively.

Creative development is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another and so extend their understanding. This area of learning includes art, music, dance, role-play and imaginative play.

## **Our Curriculum for Years One to Six**

Our curriculum is firmly rooted within the [national curriculum](#). The subjects which are taught are:

English, Mathematics, Science, ICT, History, Geography, Art and Design, Design and Technology and Physical Education. We also teach Religious Education according to the North Yorkshire agreed syllabus. Sex and Relationship Education and PSHE (Personal, Social and Health Education) and Citizenship. We also teach French in Years 3,4,5 & 6.

Below we highlight key aspects of the way we are teaching this curriculum.

### **A “Context for Learning”**

Each half term your child’s learning will be based around one central topic, or “context for learning”. We use these contexts, if appropriate, to deepening learning and understanding, to teach as much of the national curriculum subjects as possible, and look to make more links between the existing subject areas. We may then focus on a particular curriculum area for a few days so, for example, rather than having one art lesson at a particular time every week, children may have a week focusing on art across the curriculum enabling children to really focus on using their skills from each subject in an applied way across other subjects in a “real world” rather than in splendid isolation.

Literacy and numeracy are taught each day and linked to the theme where possible. Occasionally some lessons such as RE, PE or some science will be taught separately, as will other aspects of the curriculum that don't fit in with the context for learning.

### **Our learning journey**

Each class begins each half term’s focus for learning by brainstorming what they already know about a topic and, where appropriate, generating questions that they would like to find out the answers to. These help inform the teacher’s planning for each half term and are used to help the children to become active, involved and independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school. As the delivery of the curriculum progresses we expect that children will be able to demonstrate a greater level of understanding as they have more opportunities to develop and apply skills in a variety of different contexts.

### **Physical Education and Sport**

We provide a balanced Physical Education programme following the National Curriculum which encourages children to develop a positive attitude to sport. We run a sports club weekly (weather permitting) and play matches against other schools. Children go swimming at the Harrogate Hydro Pool in Key Stage 2 in the Spring term up to Easter (The basic aim of the National Curriculum is that all primary children should be able to swim 25 metres without aids). All classes have 2 PE sessions each week.

### **Homework**

Children are asked to add to their school work in various ways at home. They may be asked to take their reading book home to read with parents, or to learn spellings or tables at home. They may be encouraged to follow up their own interests in their own time. Much work is recorded in their personal learning log but other forms of outcome (e.g. artwork and technology) may be included too. The activities asked of children depend on the age and ability of the children and vary as they grow through the school. Children benefit greatly when any such homework is talked about with parents at home.

## **Sex and Relationship Education**

Sex and Relationship Education is an important part of children's learning. We aim to help children grow up with a clear understanding of how their bodies work and how their bodies change as they grow older. We aim to help children understand their feelings and the feelings of others, so that they can treat others with respect. More information can be found in the school's policy document on Sex and Relationship Education.

## **Instrumental Music**

Teachers from the Local Authority's peripatetic music service (North Yorkshire Music service) deliver additional (non-curriculum based) music lessons to children in school at the request of parents. Currently we have children learning a range of instruments. A charge is made by North Yorkshire Music to cover the cost of tuition. Private arrangements for piano and guitar are also supported through school with contractual arrangements made direct with the teachers by parents.

## **Residential Trips**

We organise two residential trips for children, one for Y3/4 children (overnight only) and one for Y5/6 children (five days) these trips contribute greatly to the social and personal development of children, and we hope that all parents will want their children to join in. **There is a charge to cover the costs of running these residential trips which must be met.** If families experience difficulties in meeting these costs then a small fund is available through school to which an application can be made and considered by the fund trustees. The fund is provided by the Diocese of West Yorkshire and the Dales.

## **Collective Acts of Worship**

Children and staff come together as a whole school and in smaller groups for our collective acts of worship. We explore spiritual, moral, social and cultural themes. Worship is broadly Christian in content, and we use stories from the Bible and of the Life of Jesus, together with a range of cultural traditions. Some of our acts of worship are class based and led by our "Champions of Worship". This gives the children the opportunity to plan and lead worship and is often based around a Bible reading which is pertinent to our current Christian value. These values are planned into our Worship themes on a half termly basis. Parents have the right to withdraw their child from collective acts of Worship, but we hope that our approach means that this need not happen.

## **Special Educational Needs**

Some children experience difficulties with aspects of their learning from time to time. Sometimes these difficulties can be remedied with a short term additional focus to close a small gap in understanding, but when the problems are more significant, we may feel that extra support is needed. We will discuss this with you and explain the approaches we will use and what you can do at home. Children with special needs sometimes work in a small group or 1-1 with a support teacher or assistant. At other times, normal classroom work may be modified in some way to allow the child to take part with the rest of the class. The school's work in this area is co-ordinated by the school's SEN co-ordinator (SENCO).

We follow the National Code of Practice for Special Needs which gives a staged approach to the identification of and response to children's special needs. We are supported by specialist teaching staff, by one of the Local Authority's Educational Psychologists and by a range of other specialist educational and health support services.



## **Assessment and Reporting**

There are a number of **statutory** assessments that we must carry out during your child's time with us.

During their time in Reception, we do a wide range of observational assessments which are used to complete the Foundation Stage Profile for each child. This information is shared with parents at parent consultation meetings and in the end of year report.

Towards the end of Year One children take the Phonics Screening check. Children who do not achieve the "pass" mark for this test take the test again towards the end of Year Two.

At the end of Year Two, we use a variety of national assessments, teacher assessments and test materials in English and Mathematics. These give a summary of what your child has achieved at the end of Key Stage 1.

At the end of Year Six we use national statutory assessment tests in Reading and Mathematics, alongside teacher assessment in writing.

The above, however, are a small part of the assessment and reporting work that takes place in the school. Children's progress is monitored and assessed continually to inform the planning of teaching and learning. Each child is regularly assessed to review the progress and attainment they have made to ensure that they are on track to make expected progress and, if they are not, to ensure that the right provision is in place to make sure that they do. This is done formally with summative tests and more informally with teacher assessments both formatively and summatively.

We have a less "formal" consultation meeting for parents (Meet The Teacher) to meet with their class teacher in the Autumn to discuss pastoral issues around how the children have settled in and more formal reviews during the Spring Term and parents receive a written annual report in the summer term at the end of the school year. However, we strongly encourage parents to make additional appointments with their child's teacher should they have any questions or concerns at any point through the year. Similarly, should the school have a concern we ask a parent to come in to meet with us.

We also want children to be involved in their own assessment. This happens in lessons as children review how successfully they have achieved each lesson's learning objectives. Children have personal targets for their next steps in learning in English and Maths and these are monitored by class teachers to ensure children progress.

## **Extra Curricular Activities**

A range of different extra curricular activities is available to children at the school. These vary from term to term and your child will be kept informed about opportunities currently available.

## **Extended School Care**

We operate a breakfast and after school club in school. This service is provided by an external agent called "The Red Kite Club". The club is Ofsted registered and runs as a separate entity within school. All enquiries should be made directly with the club. A separate brochure is available with full details and contacts. We hope that the provision of this service helps to make access to education at school as easy as possible for all members of our community.

## Secondary Transfer

In the Autumn term, the parents of Year 6 children are sent a booklet by the Local Authority detailing the local secondary schools, the open evenings being held and how to apply for the school of their choice. Children go to a variety of local secondary schools including Harrogate Grammar, St. Aidans Church of England, Rossett High and St. John Fischer Catholic School. However, attendance at North Rigton Church of England Primary School does not in itself guarantee a place at any of the local Secondary Schools should they be oversubscribed. Children have the opportunity to visit their secondary school in the summer term of Year 6.

## School Council

The School Council aims to give children a voice in the running of the school as well as experience of decision-making. It is made up of two elected representatives from each class. The Council meets with the Head Teacher and sometimes a governor to discuss issues. Sometimes these are issues that are raised by the children (e.g. younger children concerned that older children are not being careful enough in the playground) and sometimes they are issues that the school needs to respond to and for which the children's voice is important (e.g. deciding what should go into the Home-School Agreement).

## Positive Behaviour

We do all that we can to ensure that your child is happy at school. We expect each child to behave in a responsible way and to be kind, courteous, sensible and considerate.

You can find our full behaviour management policy on our website.

## Bullying

This is a VERY rare occurrence at our school. However all schools experience bullying from time to time. When bullying happens it can cause enormous unhappiness if it is not dealt with promptly and effectively. We define bullying thus:

**Bullying is behaviour which is deliberately hurtful, which is repeated over a period of time, and which is an abuse of power over those unable or unwilling to defend themselves.**

Bullying can be physical (kicking, hitting, interfering with belongings), verbal (racist or sexist remarks, name calling, taunting) or psychological (deliberately excluding, "looks", colluding with others). Children often find it hard to tell a grown-up that they are being bullied. Often it emerges at home before anyone at school knows about it. If this is the case, please contact the school straight away. If a child says that they are being bullied, we will take it seriously and investigate. It is likely that as part of our procedure, we will need to talk with the bullied and the bullying child together. We will keep you informed about the ways we are dealing with the problem. With a child who has been bullying, our approach is to make it clear to the bullying child that we take the situation very seriously, but that we want to help the bullying child to avoid this kind of behaviour in the future. It is the **action**, not the **child**, that we disapprove of.

## Racist and Homophobic Incidents

We follow the Local Authority's policy on the reporting and recording of racist and homophobic incidents. We use the definition used in the Report of the Stephen Lawrence inquiry: "A racist incident is any incident which is perceived to be racist by the victim or any other person." Incidents that are considered to be racist are taken particularly seriously, and investigated fully. We discuss any such incident with parents.

## **The Welfare of Children**

If your child is ill during school time, we will phone you up and ask you to take him or her home. We do not have the facilities at school to care for sick children. **It is essential that we have an emergency contact number of a friend or relative whom we can ring in case we cannot get in touch with you.** Please keep us informed of any changes in these arrangements.

If your child receives a bump on the head, we will try to ensure that you are told, in case there has been concussion. We will also send home a “bumped head form”. All accidents dealt with will be recorded in the Accident Book and a duplicate slip of the entry sent home for parents.

## **Illness**

Please do not send a sick child to school. If your child is off school because of illness, it is essential that you either phone the school to let us know, or you send in a written note when the child returns, or you tell the teacher yourself. A verbal message from the child or an older brother or sister is not sufficient. If you consider your child is not fit enough to participate in PE lessons or to go swimming, please let us know in writing.

## **Medicines**

In general we do not administer prescribed medicines to children at school. Most prescribed medicines can be given before school starts in the morning and after school ends in the afternoon. If it is essential that day time doses of prescribed medicines are to be given, please go to the school office to make the necessary arrangements. Medicines will only be administered by nominated staff. The nominated staff will supervise the taking of medicine, when possible, provided that:

- the child goes to the office
- the medicine has been prescribed by a doctor and the medicine is appropriately labelled
- full written instructions are enclosed with the medicine
- the medicine is clearly labelled with the child’s name.

All tablets and medicines must be handed in at the school office and will be kept there. When children go on class trips, it is the responsibility of the parents to approach staff should any medicines need to be administered.

**The only sure way of guaranteeing that medicine is administered is for parents to come into school and give it to the child themselves. This should only happen by prearrangement and should absolutely not interrupt lessons. The school will make its best effort but cannot be held responsible if medicines are not administered.**

## **Asthma Inhalers**

Children who use asthma inhalers may keep them to be used as necessary. The child should have been taught how and when to use the inhaler. We expect children to look after them sensibly and to ensure that they have not run out.

## **Sun Protection**

In summer when it is very sunny, there is a significant risk of sunburn. Children are encouraged to have sun hats for play times and lunchtime. It helps if your child has a light but long sleeved shirt or blouse to wear. Children may bring suntan lotion to school provided that they can apply it themselves, that they do not share it with other children (in case of skin allergies) and that they look after it themselves. All suntan lotion must be clearly marked with your child’s name. Staff are not able to apply any suntan lotion for your child.

## **Head Lice**

Periodically there are cases of head lice in the school. You will be told if this happens in your child's class. Do not be alarmed if your child picks up head lice. It is no reflection on your family's standard of cleanliness. Attacks of head lice can only be eradicated if all parents check their children regularly. Look closely at your child's hair when brushing and shampooing. Notify the school if there is any infection. Medication and advice can be obtained from your family doctor. The school nurse may also be contacted for advice.

## **Returning To School After Illness**

Please do not send your child back to school until they are fit and well. Too often we see children return too early and then they suffer a relapse. After major childhood diseases, there are standard lengths of time the child should be absent. Your family doctor will tell you about these.

A particular concern is that children who have been vomiting or had diarrhoea do not return until they are completely better. The chance of them passing the infection on to other children is extremely high. They should stay off school until well and have been free of all symptoms for 48 hours.

## **Child Protection Procedures**

The Local Authority requires headteachers to report any obvious or suspected case of child abuse - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk, and schools are encouraged to take the attitude that where there are grounds for suspicion, it is better to be safe than sorry. This does mean that headteachers risk upsetting some parents by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for headteachers to carry out this delicate responsibility, would accept that the headteacher was acting in what were believed to be the child's best interests.

## **Education Welfare Service**

An Educational Welfare Officer works with the school to support children whose attendance is causing a concern. Average attendance is about 95%, while children whose attendance falls below 85% are considered to be persistently absent. These absences will be referred to our link education and welfare office (EWO).

Education Welfare Officers (EWO) act in a liaison capacity, building up relationships between family and child, school and education department. They will support, explain and advise on any issues that may prevent a child benefiting from or attending school. Their aim is to ensure that children attend regularly and punctually so that they can benefit from the education being offered.

Guidance and advice may also be given about free school meals, employment of children, welfare rights, child abuse and special education. The EWO works closely with other professionals including Social Workers, Health Visitors, Education Psychologists, GP's, Probation Officers, NSPCC, Police and Voluntary Agencies.

## Arrangements for Children Joining the School

Children join our Reception in the September after their fourth birthday. Parents who wish their child to join our Reception classes will need to speak to the NYCC Admissions Office. Our Published Admissions Number (PAN) for Reception is 15. If you wish to visit the school, please contact the office to make an appointment. See separate new starters prospectus for details.

## Organisation of Classes

Classes are organised in the following way:

Apples class: Reception

Pears class: Key Stage One: Year One and Year Two.

Key Stage Two: This is comprised of Years Three to Six, with two year groups in each class:

Class 3: Years three and four

Class 4: Years five and six

## Times of the School Day

Whole school 8:45am to 3:30pm

### Lunchtimes

Whole school 12.00pm to 1:00pm

The school gate opens at 8:40am. Children wait in the main playground before school until the main door is opened by a member of staff (usually Head Teacher) at 8:45am. Children then proceed quietly to class for registration.

Please do all you can to ensure that your child comes to school on time. Children arriving late means that they miss some important learning time and disturb other children's learning time too when they arrive.

The school gates close at 8:55am. Children arriving after 8:45 may but before 8:55 can make their own way to the classrooms in the usual way, but they may receive a late mark if the register has already been taken by the time they get to their class. After 8:55am the gate is shut. Children arriving after this time will then need to report to the school office to sign into the late book. **Children who arrive at school after 9:10am without good reason are marked as absent for the morning session. This is recorded as an unauthorised absence.**

## Collecting Children after School

Fortunately, problems with collection are rare, but when they do occur it is important to know how the school will deal with them. The procedure outlined below is designed to safeguard your child.

Children should be collected immediately following the end of school. **We do not allow children in Reception or KS1 to leave class with older siblings, neighbours or strangers without the parents' specific approval.** If, for any reason you have a problem with collecting your child, please let us know straight away.

If children are not collected immediately after school, the teacher will bring them back into school where they can be supervised. If children are not collected by 4.20 pm and we have not been contacted by a parent, we will contact Social Services who will look after the child until contact with a parent is made. Before we do this, we will have tried any emergency contact numbers we have. Any decision will be taken by the head teacher.

KS2 children may go home on their own ONLY if we have been informed of this.

## **Attendance, Punctuality and Term-Time Holidays**

The school encourages good attendance and good punctuality. Parents have a legal responsibility to ensure good attendance and are particularly urged to make sure that their children are at school on time, ready for when we start at 8.45am each morning. We aim to work closely with parents to achieve this, and when necessary, we involve other agencies such as the Education Welfare Service, if a problem involving attendance develops.

If your child is absent from school, please send a brief note to explain the absence, telephone the school office (01423 734540) or send an email as soon as possible to [admin@northtrigton.ycway.uk](mailto:admin@northtrigton.ycway.uk). Unexplained absences count as “unauthorised”. We maintain low numbers of unauthorised absences recorded in registers by asking parents to help us in this by keeping us informed of all absences.

If you need to take your child out of school during term-time, please ask at the office for a ‘Leave of Absence’ form to fill in. There is no automatic right to such term-time absence. Holidays during term-time are unlikely to be authorised unless there is an exceptional circumstance. We ask you to think carefully about taking holidays during term-time as your child can miss significant chunks of the curriculum. In particular, it is extremely disruptive if children in Year 6 miss the period when end of Key Stage assessments take place in May. Please check dates with your child’s teacher.

## **Voluntary Helpers**

We welcome parents and other adults into the classrooms as helpers. Working under the guidance of the class teacher, such helpers can make a significant contribution to the learning that takes place. Some parents are able to offer particular skills (e.g. sewing, pottery, sports) while others offer general classroom assistance. If you feel you are able to offer help on a regular basis, please contact your child’s teacher.

Depending on the nature of the work the volunteer is doing, we may ask you to undertake a DBS check. This will certainly be the case if you are volunteering regularly or are likely to working with children unsupervised.

## **Meeting Your Child’s Teacher**

Close contact between parents and teachers is important. Many small matters can be dealt with very quickly, so please feel free to mention such things to your child’s teacher but please remember that teachers are getting ready to teach their class before school in the morning, and this is not a good time to discuss anything but the most minor of things. If there is something more substantial to talk about, please make an appointment to see the teacher. We also hold pastoral then academic progress parent consultation evenings in the autumn and spring terms.

Parents who are separated do not always find it easy to stay in touch with what is going on at school. If you find that this is the case, please feel free arrange separate consultation appointments and inform school of the addresses for reports etc. to be sent. The school website is a very useful source of current information about what is happening at school. The school will also send text alerts via ScholarPack and the teachers will post academic updates via Tapestry.

## Clothing

School uniform is available from Emblazen on Tower Street in Harrogate and information is available on the website. The children worked with a local artist and school staff and governors to design our new logo which encapsulates all that our school stands for so it is clearly an important part of school life.

Jewellery is not allowed, and children with pierced ears must wear studs. All children should wear flat-heeled, sensible shoes.

Children will need a PE kit to change into. This consists of black shorts, white tee-shirt and plimsolls / trainers and needs to be kept in a sturdy named bag.

### **Please name all clothing – we get a lot of lost property!**

Lost property will generally be deposited in the brown boxes in the hallway. This is sorted regularly and every effort is made to reunite school uniform with its owners but we would ask you to check the boxes if clothing has gone astray.

## Charging Policy

From time to time, staff organise special trips and events to enrich the children's learning. The school does not have the funds to pay for such occasions, and so we ask parents to make voluntary contributions to meet the cost.

We know that some families find it difficult to meet this cost in one payment and therefore arrangements can be made to pay for trips over an extended period of time. In addition the total cost of School Trips can be expensive especially as there can be several during the year however we believe it is important for all of our children to experience residential/out of school visits and would very much like to ensure that every child has the opportunity to take part. If you are experiencing financial difficulties please speak to either the office staff or the Headteacher in confidence, there are partial bursaries/subsidies funded by both FoNR and a historical School Fund available for a limited number of trip places.

While contributions for these events are voluntary if we do not get sufficient contributions we will not be able to run the event.

## Lunches

Children may have a school dinner or bring a packed lunch. School meals are cooked on the premises. The cost is currently £2.40 per day, £12 per week.

Universal Free school meals for Reception and Key Stage One commence from September 2014 (This entitlement is not included in application for support funding for trips).

There is a choice of dishes available, including vegetarian options. The serving staff try to ensure that children have a balanced meal when they are choosing their food.

**Dinner money must be paid in advance using Parent Pay.** North Yorkshire County Council policy dictates that we are not allowed to serve meals unless they have been paid for.

Some families qualify for free school meals. Claim forms are available at the school office. **If you think you may be eligible to claim for free school meals, please talk to our office staff. Because of the way school budgets are worked out, the school benefits financially if more claims are received. It is not necessary for your child actually to have a meal if she or he would prefer to have a packed lunch.**

## **Security**

The entrance to the school is on a security lock. The intercom on the door will alert the office of a visitor requesting egress to the building. There may, unfortunately, be times when there is no-one in the office, but we trust that parents appreciate that the inconvenience this may cause is outweighed by the peace of mind that comes from knowing that it is very hard for casual intruders to get into the school. All visitors to the building must report to the office and sign in at which point they will be issued with a visitor badge to wear whilst in school and surrendered to staff at the end of the visit.

## **Cars and Parking**

**For the safety of all of our children, we also ask that parents do not use the school car park or park on the zig-zag.** We are very grateful to the management team at the Square and Compass pub who continue to allow use of the pub car park for reasonable access at the beginning and end of school. We would ask all motorists to be as considerate as possible of residents' needs and to be absolutely vigilant in terms of child safety at and near school. Parking inappropriately and use of excessive speed, particularly on Rigton Hill and in the twenty mile per hour zone near school WILL put the lives of children at risk.

## **Use of the school by the community**

The school is used by a range of community groups for a variety of local Government, extended school care provision and leisure activities, and is also available for private hire. The scale of charges for hiring the school can be obtained from the school office.

## **Concerns, Worries and Complaints**

Most of the concerns that arise about children and their schooling can be dealt with quickly in an informal way. If there is something you are not happy about, please follow this procedure:

1. Raise the matter with your child's class teacher and arrange a time to discuss the matter.
2. If the problem remains, arrange to see the head teacher.
3. If you have a complaint that you do not feel is being dealt with effectively, please follow the school's complaints procedure which can be found in the policies section of our website or obtained from the school office.

## **The Friends of North Rigton (FONR)**

All parents and staff are members of the Friends Association. The aims of the FONR are to:

- Enhance the welfare and morale of staff and children
- Support the development of extra-curricular activities
- Raise the profile of the school
- Help to create enriching activities in school
- Foster community links
- Contribute to resources
- Enrich the social life of the school
- Encourage parental involvement

We continue to be grateful for the support of the parents, both those who give of their time to organise events and all those who support the events. You will be able to contribute to the life of the school by becoming a governor or serving on the FONR Committee. Please give serious consideration to this. The school needs the active support of its parents in order to continue to develop.



## Breakfast Club and After School Club from Red kite Club Childcare

Red Kite Club run a breakfast club and after school club on the school site.

The breakfast club runs in the school hall from 7:15am.

The after school club uses the Hall and playground (except for those occasions when the halls or playground are being used for other activities). The after school club runs from 3.30pm until 6pm. Red Kite Club also run holiday clubs during the school holidays from their Otley base.

### Our Staff

<b>Teaching staff:</b>	
Mrs A Andrews	Head teacher
Mrs C Down	Reception teacher
Mrs S Gardiner	Year one and year two teacher
Miss K Ellis	Year three and year four teacher
Mrs J Storey	Year five and year six teacher
Mrs S Mitchell	Teacher
<b>Teaching assistants:</b>	
Mrs L Hudson	HLTA
Mrs K London	GTA
Mrs L Ashton	GTA
Mrs H Holder	GTA
Miss F Bayman	GTA
Mrs J Butler	HLTA
Mr M Rodrigues	HLTA
<b>Office staff :</b>	
Mrs R Hamill	
Miss M Boyd	
<b>Kitchen:</b>	
Miss E Jones	
Mrs D Godden	
<b>Care taker:</b>	
Mr W. Neale	

## The Governing Body

The Governing Body works closely with the headteacher in the management of the school. The governors maintain an overview of the running of the school while delegating to the headteacher the day to day administration. The Full Governing Body meets once a half term, while the Committees of the Governing Body also meet once or twice per term to discuss particular aspects of the running of the school. Minutes of the governors' meetings are available from the school office.

The Governing Body is made up of the head teacher, a staff representative, an LA governor (appointed by NYCC), foundation governors (appointed by the Diocese), parent governors (appointed by open elections) and co-opted governors.

The governors all give freely of their time for the continuing benefit of the school. Their normal term of office is four years.

<b>Name</b>	<b>Status</b>
Mrs R Hunt	Chair (Co-opted Governor)
Mrs A Andrews	Headteacher (Ex-officio)
Mrs S Gardiner	Staff Governor
Mrs J Henry	Co Vice Chair (Parent Governor)
Mr M Wilkinson	Co Vice Chair (Parent Governor)
Mr H Edwards	Co-opted Governor
Mrs E Littlewood	Co-opted Governor
Rev'd C Marshall	Reverend (Ex-officio)
Mrs J Williams	Foundation Governor
Mrs J McCudden	Co-opted Governor
Mrs S Thompson	Academy/Trust Governor