



WARTHILL CHURCH OF ENGLAND (V.C.) PRIMARY SCHOOL

Prospectus 2023/2024



Warthill Church of England (V.C.) Primary School

Prospectus

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Warthill

Church of England (VC) Primary School

Headteacher: Mrs. B Pawson

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WELCOME TO WARTHILL SCHOOL

Staff and governors aim to provide a stimulating and challenging environment in which every child is able to achieve their full potential.

We see the successful education of each child as being very much a partnership between home and school. Please remember that you are welcome to talk to us at any time, particularly if you have any concerns. Good communication between us starts here. Throughout your child's education here at Warthill School we will keep you up to date and informed of their progress and development.

If you are considering sending your child to our school, you are very welcome to come and look round. Please telephone to make an appointment.

Please read through this booklet and contact us if you have any questions.

Yours sincerely

Beverley Pawson

Headteacher

**WARTHILL CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED) PRIMARY SCHOOL
WARTHILL
YORK YO19 5XL**

Telephone Number (01904) 489296
E-mail: admin@warthill.n-yorks.sch.uk
www.warthill.n-yorks.sch.uk

Members of Staff:

Teaching staff

Mrs. Beverley Pawson: Headteacher:
Miss Zoe Blanks (Junior Class)
Mrs. Helen Wilson (Infant Class)
Mrs. Elaine Liston (Infant Class)

Advanced Teaching Assistant:

Mrs. Sharna Hayden

General Teaching Assistant

Mrs. Debbie Smith
Mrs. Suzanne Porritt
Mrs. Deborah Waite

School Administrator

Mrs. Bethan Thackray

Midday supervisors

Mrs. Sharna Hayden
Mrs. Debbie Smith
Mrs. Deborah Waite
Ms. Suzanne Porritt

Catering Assistant

Mrs Amy Smythe

Caretaker/Cleaner

Mrs Amy Smythe

STATEMENT OF AIMS AND VALUES

As a Church of England school in partnership with parents and guardians we aim to provide:

- A community based on Christian values which respects the views of others
- A happy, warm and welcoming environment where learning is fun and everyone can feel safe and secure
- A caring and sharing culture where everyone is valued and there are equal opportunities for all
- A stimulating, spiritual, positive and productive learning environment through children, staff and parents working together

In our school we aim to promote feelings of self-esteem and self-respect, in order to develop positive, confident and responsible attitudes towards

- Each other
- Learning
- Good behaviour
- Our school environment

In our school we aim to promote our values in all we do. We value

- Each other
- High standards in all we do in school
- Successful partnership with parents
- Links with our local community
- Our resources and the environment

In our school we aim to educate the whole child, enabling each one to develop, physically, intellectually, spiritually, emotionally, morally, culturally and socially to their full potential.

We aim to enable each child to develop:

- A sense of self-motivation, the ability to work both independently and co-operatively,
- confidence to make informed choices, which lay the foundations for their future life.
- recognise and value a sense of right and wrong.

We aim to guide each child towards independence in these areas by providing rich learning opportunities, high expectations and challenge. We aim to continually evaluate and improve as a school, in order to continue to reach high educational standards.

WARTHILL SCHOOL

The school is situated in the picturesque village of Warthill approximately five miles from the centre of York.

All the staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure yet are challenged to achieve their best. The emphasis is very much on helping each individual child to achieve their full potential.

We wish to enhance and extend the foundation provided by the family so that our children are able to develop to their full potential within a caring environment, which offers challenge, encouragement and support.

The Victorian building has been well adapted to cater for the full primary age range. Building work in 1995 and 1998 provided improved toilet and cloakroom facilities. In 2008 an extension was built to provide a new Early Years Foundation Stage/Key Stage 1 classroom. The school has 2 classrooms both of which are well equipped with computers and interactive whiteboards and numbers are now in the region of 40 children.



We are a “Voluntary Controlled” School, which means that the Church of England maintains an active interest in the school whilst giving overall control of the school to the Local Authority, North Yorkshire County Council.

The school building consists of three classrooms, two children’s cloakrooms, an office, a small kitchen, a library, resource rooms and a staff room. The outdoor area consists of a playground, and a garden.



A playing field that is situated across the road is used for PE lessons all year round and for lunchtime playtimes in the summer.

In 2005 we were fortunate in acquiring a new piece of land that adjoins the school garden and this area has been developed in order to enhance the children’s outdoor play and learning.

MEMBERS OF THE GOVERNING BODY

<i>Headteacher</i>	Mrs. Beverley Pawson
<i>Staff Governor</i>	Mrs. Catherine Naylor
<i>Chair of Governors</i>	Mrs Rebecca Jobling
<i>Parent Governors</i>	Mrs Alison Scott Mr James Hopkins
<i>Co-opted Governor</i>	Alison Greenway Dominic Squires Helen McFarlane Emma Allen-Goss
<i>Clerk to the Governing Body</i>	Jane Easton

The Governing Body plays a key role in helping our school to provide the best possible education for all our pupils. It has a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Governors meet every term and parents are informed of the dates of these meetings. Governors also attend school functions such as the Harvest Festival, Christmas Concerts and Summer Fetes. They take part in Governor Training Programmes as appropriate. The Governors welcome input from parents and may consult them both formally and informally.

FRIENDS OF WARTHILL SCHOOL

<i>Chair</i>	Mrs. Clare Wilson
<i>Secretary</i>	Mrs. Roz Burkinshaw
<i>Treasurer</i>	Mrs Sarah Nightingale
<i>Staff Representative</i>	Mrs. Beverley Pawson

All parents are Friends of the School. The work of the Friends is to arrange and encourage fundraising events in order to enhance provision for the children.

WHAT PEOPLE SAY ABOUT WARTHILL SCHOOL

“All our children have had a wonderful education at Warthill School, and have been so happy there. We would like to thank you and all the staff for all your care, hard work and great attention to their education and well being while they have been at Warthill School. They could not have had a better start”.

Parents of former pupils

“It was wonderful to see so many ex-pupils from Warthill School taking part in the musical production at Huntington Comprehensive School. There were lots of children in the choir, band and in the play itself; all looking so confident and capable. Quite amazing when you think that Warthill is one of the smallest schools that feeds into Huntington.

A parent of a former pupil.

“It is rare to experience that wonderful combination of seriousness of purpose and sense of fun, enjoyed within clearly understood and accepted boundaries of discipline, so vital for real educational achievement.”

Supply teacher

Behaviour is exceptional and children readily discuss the importance of right and wrong, forgiveness and fresh start. They understand ‘it is what a person is like inside that matters.’

National Society Statutory Inspection of Anglican & Methodist Schools report (SIAMS) November 2013

WHAT OUR CHILDREN SAY ABOUT THEIR SCHOOL.

“Although we are a small school we ALL have big hearts!”

Year 6 Pupil

“Sports day is really good because it is fair and fun. We do lots of sport activities on the playground such as dribbling, skipping, balancing and lots of other things. Then we go to the field to do races.”

Year 5 pupil.

“Warthill School is great because we get to visit interesting places and when you are in Year 5 and 6 we go to a place called the Cranedale Centre where we do lots of fun activities.

Year 5 pupil.

“We like Warthill School because everybody listens to our ideas”

Year 6 pupil.

“Warthill School is a kind and loving place and you always make new friends”

Year 4 Pupil

“I like coming to school because we’ve lots of things to play with and lots of people to help us.”

Infant Children

SCHOOL HOURS

Infants

Morning session

8.55 a.m. - 10.30 a.m.
10.45 a.m. - 12.00 p.m.

Afternoon Session

1.00 p.m. - 2.00 p.m.
2.15 p.m. - 3.15 p.m.

Juniors

Morning session

8.55 a.m. - 10.30 a.m.
10.45 a.m. - 12.00 p.m.

Afternoon Session

1.00 p.m. - 2.05 p.m.
2.15 p.m. - 3.15 p.m.

Children should not be on the premises before 8.45 a.m. as this is when playground supervision starts.

SCHOOL ORGANISATION

Early Years Foundation Stage

Reception Year Ages 4 to 5

Key Stage 1

Year 1 Ages 5 to 6
Year 2 Ages 6 to 7

Key Stage 2

Year 3 Ages 7 to 8
Year 4 Ages 8 to 9
Year 5 Ages 9 to 10
Year 6 Ages 10 to 11

The school is divided into 3 classes in the morning and 2 Classes in the afternoon:

(AM)

Infant: Class – Early Years, Year 1 and Year 2.

Junior 1 – Year 3 & 4

Junior 2 – Year 5 & 6

(PM)

Infant: Class – Early Years Foundation, Year 1 and Year 2.

Junior Class - Years 3 – 6.

Admissions

The Local Education Authority has the responsibility for admitting children to individual schools. They ask parents to express a preference for the schools in which they wish their children to be educated. Wherever possible those preferences are met, unless to do so “would prejudice the provision of efficient education or the efficient use of resources” (Education Act 1996).

Places will normally be provided for all those children who live in the catchment area of the school, which serves that area. Our catchment area includes Warthill, Holtby and extends towards Stockton on the Forest, Dunnington and Stamford Bridge.

Parents needing more details of these arrangements, including the right to appeal, should contact Harrogate Area Education Office, telephone number 0845 0349420.

We are delighted to welcome children from other catchment areas. Please telephone for an appointment to meet the headteacher and to look round the school.

Starting School

The standard number for admissions to the reception group is 6. Where this number is exceeded the priorities for admission are in accordance with North Yorkshire’s Admissions criteria.

1. Those children in the catchment area of the school.
2. Pupils considered by the Authority to have exceptional social or medical needs.
3. Pupils having brothers or sisters at the school at the beginning of the year in question.
4. Pupils with the nearest available walking route to school.

Children will be eligible for admittance to Warthill School during the Autumn Term where their 5th Birthday falls between September 1st and the following 31st August of that school year.

In line with the North Yorkshire Admissions Policy, children whose 5th birthday is between 1st September and 31st August are eligible to start school full time in September. Parents can request that their child attends part-time until the child reaches compulsory school age which is the term after their 5th birthday. There may be circumstances where parents elect a later starting date. This is negotiable, as parents retain the right for their child to begin compulsory education in the term after their child’s 5th birthday.

We want to ensure that each child makes the best possible start to their time in school. To this end we are always happy to discuss flexible arrangements. If children feel comfortable, confident and secure in school, they are much more likely to become effective, increasingly independent learners. Prior to a child starting school for the first time in September, parents are invited to a Welcome Meeting in the Summer Term, when questions related to the Reception Year can be addressed. Arrangements are made for the children to visit school for three half days during the Summer Term.

The curriculum for the Reception children follows the guidance for the Foundation Stage and the emphasis is on child-centred learning.

For the Reception children we aim to offer a bright and stimulating environment with activities ranging from the structured play of sand, water, role play, painting, games, construction toys etc. to the more formal activities of reading, letter formation and working as part of a group on, for example, a mathematics task.

Considerable importance is placed on establishing good routines and an enjoyment of school-based learning.

Children are taught in whole class, small group and individual situations as is appropriate to their needs and the task at hand. The room is organised into different areas with useful labels so that the children are quickly able to develop an independence and pride in finding the materials they need; and being responsible for tidying their equipment. Their work is displayed in an attractive way, both to stimulate learning and to show that the children's efforts are valued.

These basic principles of good practice continue throughout the children's time in school so that, as they progress, they are increasingly given the opportunity to develop in independence and responsibility.

Our infant class currently consists of 14 children. Our teachers are experienced in working with this age group and are supported by a highly qualified advanced teaching assistant. Children make very good progress in this setting because we are able to focus on the needs of each individual child.



Pastoral Care

We aim to ensure that all children have a happy experience at Warthill School. If you feel at any time that this is not the case please let us know as soon as possible, so that the matter can be addressed and resolved quickly. Please also inform us of any upset or concern, which is home related, for example the illness of a close relative, or the loss of a pet. With parental agreement, we would want to offer as much support as we can through school.

Class teachers are usually the first to be involved with children and parents in dealing with a concern, and they keep the Headteacher informed as necessary. Occasionally, parents may wish to come directly to the Headteacher, particularly with regard to matters of a confidential or sensitive nature, or a serious incident.

Our aim is to work with parents and children to create and maintain a caring and secure environment, in which the children are confident that concerns will be addressed quickly and appropriately. If a problem or concern persists, it is vital that we all work in partnership to resolve it, in the interests of the children.



School Curriculum

Our school aims to create a happy, secure environment in which all children are helped and encouraged to achieve their academic and social potential.

In providing a curriculum for your child we are guided by the requirements of the National Curriculum. The curriculum offered is broad, balanced and flexible in order to develop a wide range of skills, knowledge and understanding and a love of learning.

Core Subjects:

English
Mathematics
Science.
ICT
Personal Social, Health & Citizenship Education
Religious Education

Foundation Subjects:

Art,
Design & Technology
Geography
History
Music
Physical Education

The theme of Personal, Social, Health and Citizenship Education runs through all areas of the curriculum.

The school policies relating to each subject area are available on request.

Assessment

During the reception year the children's learning is assessed using the Foundation Stage Profile. Parents are given information about their child's progress in the autumn, spring and summer terms.

At the end of KS1 all Year 2 children are assessed in English, Mathematics and Science. At the end of KS2 all Year 6 children are assessed through both Teacher Assessment and Standard Tests of Attainment in English, Mathematics and Science. Children's individual results are communicated to their parents.

Children's progress throughout the year is reported to parents by means of a written report in July, and also at Parent/Teacher discussions, which take place in the Autumn and Spring Terms.

SUBJECTS OF THE CURRICULUM

Many areas of the curriculum are taught through a topic approach so that, where appropriate, learning can be put into context and links between subjects efficiently exploited. e.g. a topic on “Our Locality” may include work on settlement, learning about local plants and animals and developing map-reading skills, which form part of the History, Science and Geography units of study.

Pupils have exemplary attitudes to their learning. They show resilience and determination, especially when tasks are tricky.
Ofsted September 2022

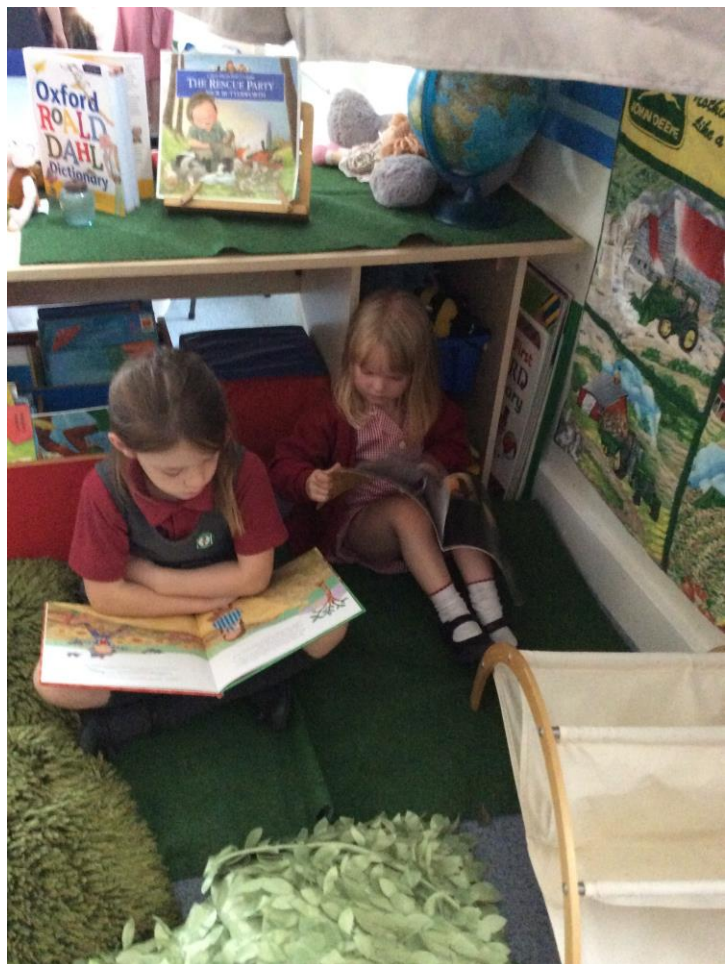
English

“Leaders want reading to be a life skill that pupils will use to access the whole curriculum. There is a daily story session. Teachers encourage pupils to vote on which story book they read to them. Teachers use this time to instil a love of reading, to develop pupils’ vocabulary and listening skills.” Ofsted September 2022

Our English programme is designed to provide children with the skills, confidence and understanding needed to become successful learners. We want them to enjoy reading and writing in an increasing range of styles; and develop their skills in speaking and listening so that they are able to express themselves well, listen to others, respect their contributions and respond positively.

A systematic approach to the teaching of reading and writing is set against a background of stimulating stories, books, poems, plays and a range of first hand experiences. All are used to promote our aim that children are not only able to read and write, but find pleasure in doing so.

Parents are asked to give some time each day to listen to their child read and to write a comment in their reading record book. This shared home/school approach gives the children valuable encouragement and their progress is much improved.



Mathematics

“The teaching of mathematics is a strength. There is a clear sequence of learning for each year group in the mixed-age classes. Teachers have high ambition for pupils.” Ofsted September 2022

We aim to provide a mathematics curriculum that is accessible and meaningful to all children, giving them the skills and knowledge they will need for future learning and living. We want the children to develop the understanding and attitudes, which can be used to solve problems and to deal successfully with the mathematical demands of modern society.

Maths is presented as a challenging and rewarding subject where skills and knowledge learnt are applied in problem solving activities. The maths skills that we aim to develop are:

- Secure formation of concepts and the development of an understanding of basic skills.
- Instant recall of number bonds and multiplication facts.
- Understanding of the language of maths
- Understanding of measurement, shape and pattern.
- A positive attitude to problem solving.
- The ability to work independently and cooperatively.



Science

Teaching in science is based as much as possible on first hand experience. Children are encouraged to observe carefully and develop the ability to ask and answer questions in a systematic way. They are encouraged to offer explanations and taught to test ideas and draw conclusions. They will learn a range of methods of recording findings such as the use of diagrams and tables and will be taught to use basic scientific vocabulary.



History



The study of history helps children understand how the past has influenced today's society, how they fit into that as an individual and as a member of a community.

Children will be given the opportunity to find out about past times in a meaningful way in order to develop some understanding of the lives of others and factors which affected them. They will be introduced to the central concept of chronology and the value of using and reflecting upon a wide range of source material.

Geography

Through studying Geography children develop knowledge and understanding of places and environments throughout the world, an understanding of maps, a range of problem solving skills and an

understanding of cultural diversity.

Teaching will focus on both our own environment and some aspects of the wider world. Children will learn something of the weather and its effects, find out about major physical features and some aspects of man's effect on the environment. They will follow an ongoing programme of developing skills in reading and making maps.

Design and Technology

In this subject we prepare children to participate in the technology of tomorrow. They learn to think creatively. They solve problems by developing a range of ideas, making products that they will evaluate. They learn to become, discriminating, informed and innovative.





Art and Craft

Children are provided with opportunities to stimulate their creativity and imagination. They develop their skills through a variety of techniques including painting, drawing, textiles pottery and 3D. The children explore a variety of materials and processes in order to represent their ideas and feeling. They will explore

ideas and meanings in the work of artists from a variety of cultures.

Music

Music is approached in a variety of ways, developing an awareness of pitch, rhythm, and the ability to read music. Children are given experiences with both tuned and untuned instruments and the singing of a range of songs. They are also encouraged to write down their music in an informal way.

Lessons, (for which parents pay a fee), are available in playing guitar, woodwind, strings and brass instruments.

Religious Education

“Christian love underpins behaviour and relationships.... The result is a strongly nurturing and inclusive school in which pupils and adults flourish. Pupils are articulate, thoughtful and respectful of others. All pupils, therefore, develop academically, spiritually, socially and emotionally.”

National Society Statutory Inspection of Anglican & Methodist Schools report March 2019 (SIAMS)

Religious Education follows the Agreed Syllabus and is non-denominational. It is our aim to promote understanding and respect for the cultures and religious beliefs of our multi-racial society. Themes are chosen to give opportunity for the children to:

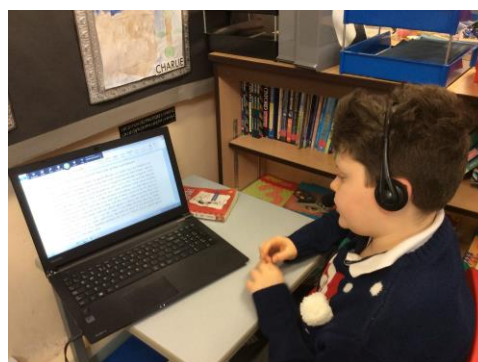
- Develop knowledge and awareness of themselves and their place in society and of their relationship with others.
- Develop an understanding of Christianity and its relevance to their own lives.
- Develop an awareness and respect for other religions.
- Develop a sense of awe and wonder at the mystery of the natural world.
- Develop their capacity to respond sensitively to human creative gifts and talents.



Information and Communication Technology

ICT prepares children to participate in a rapidly changing world. They use ICT to find, explore, analyse exchange and present information responsibly and creatively.

The school is very well equipped with a range of equipment that forms an integral part of the learning environment.



Physical Education/Sporting Activities

We are lucky to be able to use the hall at Sand Hutton School, with its wide range of PE apparatus, it is used for indoor work in this area of the curriculum. Small equipment is used for development of individual skills and simple team games. Gymnastics, Dance and Movement are used to provide an enjoyable way of improving co-ordination and another vehicle for self-expression.

As children get older, there are opportunities to play organised games. Netball, Rounders, Football and Tag Rugby are taught to the juniors.

Sports Day is run on the “Potted Sports” theme, which enables all children to feel successful. We also include traditional races so that the children have the opportunity to compete in a more formal way.

Children are taken to a local pool and learn to swim during their time in Key Stage 2.

For safety, following L.E.A. advice, ear studs must be removed or taped-over by the children, prior to taking part in physical activity. (Please also see the section on School Uniform).



Special Educational Needs

From time to time many children may experience some difficulty with a particular aspect of the curriculum and we put support into place to give an extra focus on their needs. A child is regarded as having a “special need” where they need provision that is additional to or different from their peer group. We feel that it is very important for home and school to work together as this is the way in which we can meet the individual needs of every child.

Where necessary we may seek assistance from the Pupil Support Service. We always discuss such matters with parents and seek parental permission.

Mrs Naylor is the Special Educational Needs Co-ordinator, (SENCo) whilst a member of the Governing Body also offers further support should it be required.

Collective Worship

“Daily collective worship, based on biblical teaching, ensures that the church’s year is appreciated.”

National Society Statutory Inspection of Anglican & Methodist Schools report March 2019

Collective Worship follows the teaching of the Church of England as appropriate, bearing in mind the age, aptitude and ability of the pupils. A broad approach is taken, in keeping with the inclusive character of the Anglican tradition. All members of staff are involved and local clergy visit on a regular basis.

Parents have the right to withdraw their children from R.E. or Collective Worship but we feel that pupils so excluded would miss an important part of the corporate life of the school. If any parents wish to exercise their right they are asked to discuss the matter with the Headteacher before taking further action.

School Services are held in St Mary’s Church, Warthill at Christmas and Harvest Festival time and at Holy Trinity Church, Holtby at Easter. Assemblies are currently held in St Mary’s Church each month.

PSHE

“Pupils know how to stay physically and mentally healthy, for example by eating a balanced diet, sleeping well and drinking water. They know the features of a healthy relationship and how to stay safe when online.”

Ofsted Sept 2022

The governors consider that appropriate SRE (Sex and Relationship Education) is an important part of preparing children for adult life and that it should be part of the curriculum. We view parents as the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibility that sexual maturity brings. The teaching in school is complementary to and supportive of the parental role and it is handled with care and sensitivity. There is a comprehensive policy available on the school website.

Homework

At Warthill Church of England Primary School we believe that education is for life and that children learn best when parents, children and teachers work in partnership. Learning experiences should be fun and be undertaken willingly and with enthusiasm by the children. With this aim in mind the teachers will set homework that is of value in consolidating work carried out in the classroom and which is tailored to meet the needs of individual children.

Residential Visit



We believe it is important for junior children to experience a residential educational visit before they move on to secondary school. Staff take the Year 5 and Year 6 children on such a visit every two years.

In 2022 the visit was to the Robinwood Outdoor Activity Centre at Todmorden and included, team building exercises, orienteering and climbing.

Medicines and Illness

Medicine cannot be administered without written authorisation, and all medication should be named and dated. Any medication would need to be held in the school staffroom, where it can be stored securely.

Some children may need regular medication for the control of, e.g. asthma or epilepsy and may have allergies e.g. to peanuts or gluten based products. Please ensure the school knows of such needs and has all the appropriate medical details.

We request that you do not send children who are ill to school, as they are not able to learn and they are a potential risk to the health of those around them.

Transport

If you bring your child to school by car, please avoid picking-up and dropping off in the yellow zigzag zone outside the school. This needs to be kept traffic-free for the safety of children and parents. It is always extremely busy at the beginning and end of the school day and we ask parents to be very aware of the traffic hazard and keep their children under close supervision.

School Meals

North Yorkshire County Caterers provide our school meals and have a commitment to providing high-quality, nutritious food. Meals are transported from Sand Hutton School and consist of healthy, freshly cooked ingredients. Infant pupils aged 7 and under are entitled to Universal Infant Free School Meals.

Please send dinner money via our online service ParentPay, details and passwords will be issued once your child starts school. Some parents may find that their children qualify for free school meals due to them qualifying for Pupil Premium funding which is income based. If so, please do contact the School Administrator Mrs. Thackray for further details. This will be entirely confidential.

We ask parents who provide a packed lunch for their children to support the school's work on healthy eating by discussing 'healthy' options with their children.

Water



We ask Parents to provide all the children with a plastic water bottle so that they can have regular drinks throughout the day.

Snacks

The school participates in the national school fruit and vegetable scheme, which provides fresh fruit and vegetables for the infant children every day. Junior children may bring fruit or plain snack to eat at mid-morning break. We encourage healthy eating and do not allow sweets or crisps. We are also a Nut Free School due to allergies.

Milk

We are very pleased to have a school milk scheme. This provides a daily, drink of milk for all children under the age of five. Parents of children over the age of five may purchase milk from Cool Milk, further details are available from the school office.



Charging and Remissions Policy



Visits to museums and other centres take place as part of our curriculum enrichment programme. These obviously require funding and the Friends of the School make a strong contribution in this vital aspect of learning.

Current regulations relating to charging for school activities make it clear that parents no longer need to pay for the cost of a school activity if it takes place wholly or mainly in normal school hours.

While the School Governors recognise the right of any parent not to contribute, we do invite voluntary contributions for some activities. The regulations entitle the school to cancel any visits due to lack of funds. Where contributions are requested the sum is based on the total cost divided equally between all those participating.

Attendance

It is very important that all children attend school regularly and arrive on time for school, as this sets the tone for the day. Children who arrive even a few minutes late can find it very difficult to settle, if a lesson has already started. If school has concerns about a child's attendance, e.g. regular lateness or absence, including suspected truancy, we will contact their parents.

Absence from School

If your child is absent for any reason, please inform the school verbally or in writing as soon as possible **on the first morning of absence**. If you have not contacted the school by 9.15 a.m. a member of staff will contact you to find out why your child is absent from school.

Early notification of any potentially contagious illness (e.g. Chickenpox, German Measles) is essential. In the event of a sickness/diarrhoea bug, we ask parents to ensure that the child has **48 hours clear** before they return to school. Please ensure that your child only returns to school when he or she is fully recovered.

Unauthorised absence is the term used for any absence (including lateness), which is not acceptable in law.

Please contact the Head Teacher if you wish to discuss a planned absence.

Our school's absence figures for 2021/22 are:

Authorised	5.80%
Unauthorised	0.28%

Behaviour

A programme of “Circle Time” is used to provide the opportunity for children to talk about what “good behaviour” is and behaviour, which might cause problems. This is a very effective way of fostering children’s self esteem whilst enabling us to develop ways of ensuring our school is a happy and secure place to be. The children are involved in agreeing our School Golden Rules’.

School Uniform

We would like to see the children tidily and comfortably dressed, with the emphasis being on practical clothing. It is essential that items of clothing are labelled clearly with your child’s name. The school has a preferred school uniform, comprising a T-shirt/shirt, dress/ dark trousers/dark skirt, and a burgundy sweatshirt or cardigan with the school logo.



Comfortable, sensible, low-heeled footwear is recommended, as children will be wearing this footwear for playtimes as well as in class.

Your child will require a kit for P.E. comprising, navy shorts, a plain white T-shirt, plimsolls and socks. A sweatshirt and jogging trousers will be necessary for outdoor P.E. activities in winter. Junior children may wear trainers for outdoor P.E. and will also need football boots and shin pads in the autumn and spring terms.

Please ensure that your child’s PE kit is at school every day. We expect older children to become entirely responsible for remembering to bring their kit to school.

Items of school uniform can be purchased through the schoolshop website www.schoolshop.co.uk, the intention is to provide good quality clothing at reasonable prices, as well as presenting a visual message about the school’s identity. Please contact Mrs Thackray for more details.

Jewellery, other than small stud earrings, is not permitted. The school cannot accept responsibility for lost or damaged studs.

Parents and School

The school benefits from the active support of parents in a number of ways. All staff welcome parents into the school as helpers and sharers of expertise.

We have an active Friends of the School Association, (**known as FOWS (Friends Of Warthill School)**) which is a member of the National Confederation of PTA’s and helps to organise fundraising events. Meetings to arrange programmes of events are usually held regularly throughout the school year. Funds raised annually by the Friends make an immense difference to our school.

The active support of parents is welcomed and encouraged. Please tell us if you would like to help by working with a small group in art and craft or hearing readers etc.



WARTHILL AND SAND HUTTON CE PRIMARY SCHOOLS

FEDERATION

Warthill and Sand Hutton C of E Primary Schools have the same Headteacher, Mrs Beverley Pawson who divides her time equally between them. Since April 2013 the schools have become federated. This means that although the two schools are separate and unique in their own communities they now share one governing body and seek to collaborate for the benefit of children in both schools. The staff work closely together to develop stimulating learning opportunities for the children and plan a variety of activities throughout the year. Shared extra-curricular clubs, joint sports teams and shared music sessions are just some of opportunities that are available. The schools also share a Modern Foreign Languages specialist teacher who teaches French to all the classes across the two schools.

In small village schools the Headteacher usually has a large class teaching commitment in addition to their leadership and management duties. The federation agreement means that both schools now have a Headteacher who is able to focus solely on the vital leadership and management roles. We view the arrangement as a very positive opportunity for our schools with significant advantages for children and staff as they work closely together.

Complaints Procedure for Curriculum and Related Matters and Religious Education

It is the view of the Governors that disagreements, misunderstandings and complaints are best dealt with amicably and locally, by informal discussion between the complainant and the Headteacher or Staff. This constitutes stage 1 of the complaints procedure.

If stage 1 fails to resolve the issue, the Headteacher will supply the complainant with information necessary to instigate a Formal Complaint to the Governing Body. This must be in writing, and contain specific information.

If stage 2 fails to resolve the issue, or if the issue relates directly to the Local Education Authority, a complainant may lodge a Formal Complaint to the Local Education Authority. Again, advice and information is available from the Headteacher.

A document, "Complaints Procedure (Curriculum and Religious Worship)" is available in school and may be viewed on request.

Child Protection

Warthill School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools including Warthill follow the North Yorkshire safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with parents. The school's child protection policy is available on request.

Publication of Results

Primary schools must publish the results of end of Key Stage One and Two tests, ("SATs" for 7 & 11 year olds). These can be found in the school profile, which is available, online. This applies only to year groups where there are 6 or more children. The reason for this is that where a school has a small year group, publication might unfairly identify pupils who have "special educational need" in a particular subject.

KS2 Results are published on the DfE website

DFE Advice Concerning Publication of small numbers

The department's policy is to suppress publication of figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data. In the 2017 performance tables:

* we will suppress publication of all figures relating to a cohort of 5 pupils or fewer

* we will suppress publication of figures relating to the characteristics of pupils (special educational needs (SEN), free school meals (FSM etc) where there are fewer than 6 of

the pupils in the group. For example, if there are four pupils not eligible for FSM in the schools, all indicators for eligibility for free school meals will be suppressed

School Policies

The school maintains a variety of policies, which are available to view on request: