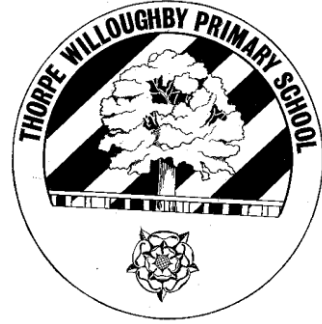


Thorpe Willoughby CP School
Londesborough Grove,
Thorpe Willoughby,
Selby.
YO8 9NX
Tel: 01757 703996
www.thorpewilloughby.n-yorks.sch.uk
E-mail admin@thorpewilloughby.n-yorks.sch.uk



Dear Parents /Carers,

Thank you for the interest in our school, and if I have not done so yet, I look forward to meeting you.

In this prospectus you will find lots of information, but that will only give you part of the whole picture of our school. It is only by visiting us that you will really get a better understanding of what makes our school so special. You can contact us by e-mail, letter or telephone and I would be delighted to make an appointment to meet you.

I am very proud of this school and everyone who works here. Thorpe Willoughby School is an Enhanced Mainstream School for Communication and Interaction. School a very busy and happy place with the children taught and supported in a caring environment, where as our OFSTED report says 'every child truly does matter'.

We are proud to have received the UNICEF Level 1 award for being a 'Rights respecting School'. This recognises that our children are active learners and are developing their skills of being a global citizen.

Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.

Yours sincerely

Mrs S Brown

Head teacher



THORPE WILLOUGHY SCHOOL

AIMS

The staff, children and governors have jointly agreed the following statement of aims for the school: -

"At Thorpe Willoughby School we aim to encourage and support the children to help them become happy, self motivated individuals who can achieve the highest standard of which they are capable from the range of opportunities we provide."

To this end we shall aim: -

- ◆ to provide a safe, secure , positive and happy school environment
- ◆ to deliver a broad, balanced, interesting and relevant curriculum which meets the demands of the National Curriculum
- ◆ to help pupils gain an understanding of and respect for moral, spiritual and religious values, and an appreciation and tolerance of others
- ◆ to develop and maintain a close partnership with parents and to foster close links with the local community
- ◆ To provide our pupils with the most effective and efficient education possible from the resources available to us.

Our School Council devised our school motto:



'It's our time to shine'

Our school motto and aims underpin all the work that takes place within school and are further developed in all the school's policies. A copy of all school policy documentation is available on request from the Head teacher.

Thorpe Willoughby School is an Enhanced Mainstream School (EMS) with a specialism in Communication and Interaction.

We are one of five EMS for Communication and Interaction across the County which have additional resources and physical provision to support the education of children and young people with communication and interaction needs. We have additional specialist staffing and receive support from the LA both in making specialist provision within the school and in providing support and outreach to other schools. Our team is currently supporting 14 schools.

As an EMS for Communication and Interaction we form part of a flexible range of specialist provision which is both able to meet the needs of some children and young people with high need communication and interaction difficulties and also to develop the capacity of its community of local schools, by sharing expertise in Autism Spectrum Conditions (ASC) and Specific Language Impairments (SLI) and breaking down the preconceptions associated with these conditions.

SCHOOL HOURS

9.00 am to 12 noon

1.00 pm to 3.15 pm

THE SCHOOL DAY

Our school day begins at 9.00 am. The older children are supervised on the playground from 8.50 am onwards. Our younger children may come into school and get ready for their morning lessons from this time. Children should not arrive at school prior to this time for health and safety reasons, unless by arrangement with the school.

Within the hours at school (9.00am to 3.15 pm), time is set aside for registration, daily collective worship and breaks.

The time available for teaching each week is therefore 23.75 hours for the children in Key Stage 2, (years 3 - 6) and 22.5 hours for the children in the Foundation Stage and KS1, (reception, and years 1 and 2.) This difference is accounted for by the fact that only the younger children have an afternoon break.



HOLIDAYS

A list of termly and half-termly dates indicating the present year's holidays is enclosed at the back of this booklet.

SCHOOL MEALS



The lunch break is from 12 noon until 1.00 p.m. A warm meal is vital in keeping the brain working! Freshly cooked meals are prepared daily by Mrs Braid, our school cook. There is always a choice of menu, including a vegetarian option. A salad bar is also available.

We pride ourselves on our healthy school meals and Reception children will have an opportunity to join us for lunch before starting school in September.

It is a great help if all the dinner money can be paid on the Monday morning of each week in cash or by cheque made payable to NYCC Thorpe Willoughby. At the request of some parents we also offer the facility of paying half termly in advance. Currently, school meals cost £2:10 per day. If you believe that you are entitled to free school meals, please enquire at the school office and Mrs. Lunn or Mrs Burnley will advise you how to apply.

Children may also bring packed lunches, but in line with our healthy eating policy, children should not bring fizzy drinks or glass bottles. Fresh water is always available.

ADMISSIONS

Children start school in the academic year in which they become five years old.

As a community school, the LA is the admissions officer and can be contacted on www.northyorks.gov.uk or 0845 034 9494.

Detailed arrangements are as follows: - We consulted with our parents and the Child Care Centre about their thoughts on all children starting in Reception during the autumn term. There was over whelming agreement that this should become the policy at our school. Individual children and their needs would always be considered as part of our inclusive ethos. For most children:

From September 2011 Reception children will start school full time during September. The starting dates will remain staggered over a 2/3 week period according to their age. This will still allow them 'special' time to settle into their new class.'

Starting school is a very important and exciting step in a child's life, so we aim to meet both you and your child several times before they start school.

For our Foundation 2 children, we hold a meeting for parents and arrange for the children to spend time in their new class before they begin school in September.

Parents who are considering applying to the school at other times are welcome to visit the school prior to their application.

ATTENDANCE

The school has adopted an attendance policy, the main aim of which is to secure maximum attendance and minimum unauthorised absences.

Where children are absent from school for any reason parents are asked to telephone or send a message. We will always contact you if your child has not attended school.

Yearly rates of authorised and unauthorised absence are included at the end of this booklet.



SCHOOL UNIFORM

We have a simple school uniform of blue sweatshirts and polo shirts with an embroidered school logo. There are also fleece jackets, sun hats and book bags for the children. We encourage all children to wear the uniform as it supports our school ethos, encouraging a sense of pride, belonging and equality in school whilst recognising each child as a valued individual. Children are asked to bring indoor shoes to help keep the school clean and mud free!

BOYS

Navy, white, pale blue shirt or Polo shirt
Navy Sweatshirt
Navy, black or dark grey trousers or shorts
Dark school shoes (or trainer type shoe)

GIRLS

Blue dress - plain, striped or gingham for summer
Navy, white, pale blue shirt or Polo shirt
Navy Sweatshirt or cardigan
Navy, black or dark grey trousers or skirt
Dark school shoes (or trainer type shoe)

PE UNIFORM

Pale blue T-Shirt or Polo shirt.
Dark blue shorts.
A dark tracksuit would be appropriate from Year 1 for out door activities.

PERSONNEL SCHOOL YEAR 2015 – 2016

Teaching Staff

Mrs S Brown	Headteacher
Ms S Ulett	Senior Teacher
Mrs C Siddons	Senior Teacher
Mrs C Dulson	Part time teacher Job-share
Mrs S Lamb	Part time teacher Job-share
Mrs K Alexander	
Mr T Watson	
Mrs A Lowther	
Mrs Ord	Part time teacher Job-share/ SENCO
Mrs H Firth	Part time teacher Job-share
Miss N Bell	
Miss Homes	Class teacher
Mrs Tyndall / Miss Regan	part time / job share

Other members of the school team you may meet are

Mrs K Burnley	Office Manager
Mrs K McGuinness	School administrator assistant
Mrs J Tucker	Caretaker / buildings manager
Mr J Riley	ICT technician

Teaching Assistants

Mrs E Appleyard (Nursery Nurse and HLTA)	
Mrs H Walton (HLTA)	
Mrs S Readhead (HLTA)	
Mrs L Harvey	Mrs S Evans
Mrs Hampshire	Mr J Tehan
Mrs J Gardner	Mrs L Harding
Mr. L Kellet	Mrs F Stavely
Mrs J. Thompson	Mrs K Watson
Mrs S Readhead	Mrs H Clugston
Mrs C Cinar	

Communication and Interaction Team

Mrs A Whittaker (Teacher in Charge)

Mrs H Sawdon (Specialist teacher)
Miss A Formstone Mrs T Ashton Mrs S Feetham

Governing Body

Mrs J Tetley (Chair)
Mrs C Lyons (Vice Chair)
Ms S Ulett
Mrs S Brown
Mrs L Fletcher
Mrs C Lyons
Mr L Mason
Mrs A Fieldhouse

Mrs J Empson
Mrs M Lunn
Mrs S Battersby (associate)

CLERK TO THE GOVERNORS

Mrs S Edwards
01757 703996

OUR SCHOOL COUNCIL

We have a democratically elected School Council who are very involved in the running of the School. They play a vital role in our school. Amongst the activities they undertook last year was decision to organise plants and pollinating shrubs for the school grounds. The School Council meets with councils from other schools and sometimes undertake joint ventures.

THE NATIONAL CURRICULUM

CORE AND FOUNDATION SUBJECTS

The National curriculum subjects which must be studied at primary school are divided into Core and Foundation subjects.

CORE SUBJECTS	FOUNDATION SUBJECTS
MATHEMATICS	HISTORY
ENGLISH	GEOGRAPHY
SCIENCE	DESIGN AND TECHNOLOGY
ICT	PSHCE
	ART
	MUSIC
	PHYSICAL EDUCATION

Religious Education is also a compulsory subject. French is taught during KS2

For each subject and for each key stage, Programmes of study set out what pupils should be taught. Attainment targets set out the expected standards of pupils' performance. Progress in each subject is measured against a set of level descriptors. Teachers continue to monitor pupils' progress throughout their time at Primary school.

At the ages of 7 and 11 (the end of Key Stages 1 and 2), children complete their STA tests, the results of which are reported to parents. Year 1 undertake a phonic check. Results are reported to parents.

THE SCHOOL CURRICULUM

TOPIC WORK

Children Learn Best When They Enjoy What They Do!

The school has high standards and aims to meet the needs of all children in its care.

The Early Years Foundation Stage is followed in Reception whilst Key Stage 1 (5-7 year olds) and Key Stage 2 (7-11 year olds) follow the main National Curriculum. In addition we seek to enrich children's learning with Religious Education and Personal, Social and Health education.

We never neglect the rich variety of experiences we feel make education fun. Children will have educational visits, specialists into school and workshop days, all of which make school enjoyable and interesting.

What Is Taught

We have clear long-term plans that you can view on the school web site and each term we issue an information sheet telling you about what your child will be learning. If you have any questions, however, please ask.

Special Education Needs and Disabilities (SEND)

The school recognises that many children will, at some time in their school life, have special needs.

To enable the school to identify and address individual need, continuous assessment and observation by the teacher is made. Alternatively, concerns raised by parents can be addressed. After consultation with parents, children with an identified need may be referred to the Educational Psychology Service. Referral to outside agencies will only ever be undertaken with parental permission.

Many of our classes are of mixed age (decided by age) and ability so class teachers use a variety of organisational strategies and teaching techniques within the classroom. These range from whole class lessons to group and individual teaching. Classes are well supported by our skilled teaching assistants. The local and school offer are available on the school web site.

THE SCHOOL CURRICULUM

When our children come into school they are in the final year of the Foundation Stage of the curriculum. Their curriculum is accessed through the opportunity for focused play. The learning objectives of this

Foundation Stage are embodied in the breadth and range of the quality of activities that the school provides.

Parents may find the following notes useful in providing a broad outline of the work covered on each the subjects taught.

ENGLISH

English work covers the full range of language and literacy skills as set out in the National Curriculum.



We have a rigorous structured daily phonic session for the infants following 'Letters and Sounds' and 'Jolly Phonics'. We realise that children write best when they are inspired and to this end we seek to provide activities that engage the children as learners. We also provide opportunities for extended writing, silent reading and story time.

We have a variety of reading schemes in school seeking to engage the interest of all our children. These include Ginn 360 and Rigby Star.

MATHEMATICS

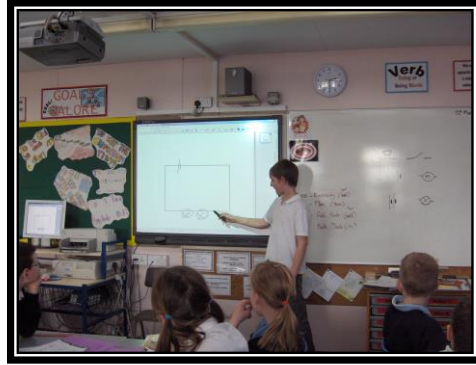
Our work in mathematics is based on the National Curriculum for Mathematics and follows a set of yearly teaching programmes from Reception to Year 6.

The school also promotes mathematical fluency through SMIRFS. This helps children's instant recall of key facts.

In addition to the topics taught in maths there is an emphasis placed on the use of mental strategies for number operations. Thorough and regular practise of multiplication tables is very helpful in this area.

SCIENCE

Throughout the school children carry out scientific investigations based on first hand experience. Pupils are able to test out their ideas with simple experiments and careful recording.



DESIGN AND TECHNOLOGY

Pupils are taught to develop their Design and Technology capability through combining their designing and making skills with knowledge and understanding in order to design and make products.

Computing

All of our classrooms have a SMART board and at least one computer. A weekly opportunity is provided to work in the computing suite. Children use IT equipment and software to communicate and handle information, to investigate and control in the context of work across a variety of subject areas.



HISTORY

At Key Stage 1 the historical content of topic work enables children to acquire an awareness of the past and a sense of chronology. At the same time children begin the process of historical enquiry in finding out about the past from a range of sources of information. These skills are further developed at Key Stage 2 in the context of History Study Units in which pupils learn of important episodes in Britain past from Romans to modern times and about ancient civilisations.

GEOGRAPHY

At Key Stage 1 the geographical content of topic work enables children to investigate the physical and human features of their surroundings, whilst at the same time they become aware that the world extends beyond their own locality. Geographical skills including map work are taught at this stage and further developed at Key Stage 2 where children study three areas -Thorpe Willoughby and two contrasting localities, one in the U.K. and one in a developing country.

ART

Children's art, craft and design skills are developed through using a range of different media to express



ideas and feelings, record observations and design and make artefacts. Pupils are also introduced to the work of famous artists and designers in order to develop their appreciation of the work of others.

MUSIC

We are a singing school! All the children take part in singing and music sessions and have now recorded four school CDs. We have an enthusiastic school choir. We aim to develop pupil's understanding and enjoyment of music through a range of activities that includes opportunities for performing, composing, listening to and appraising music in a wide variety of styles. Lessons are currently available in conjunction with NYCC peripatetic music service.



PHYSICAL EDUCATION / SPORTS ACTIVITIES

All classes have regular PE lessons including movement, dance and gymnastic activities and games. Older pupils take part in team games, and



the school has netball, football and rounder's' teams. Children in the junior classes (KS2) have swimming lessons at Selby Leisure Centre at certain times during the school year. Residential visits for Y5/6 pupils provide opportunities for outdoor and adventurous activities. The governors are anxious to clarify for parents, that for primary school children, the emphasis is on the

opportunities to participate and the enjoyment of activities offered. School policy is that all jewellery should be removed for PE lessons, except in special circumstances. The school has taken out an annual personal accident insurance for pupils, which covers all sporting activities

RELIGIOUS EDUCATION

Religious Education is given in accordance with North Yorkshire Agreed Syllabus of Religious Education, which includes the teaching of Christianity and other major faiths. Christianity and Judaism are taught at Key Stage 1 and Christianity, Hinduism and Islam are taught at Key Stage 2, when appropriate reference will also be made to other major faiths.



All members of staff teach RE and share in the collective acts of worship.

COLLECTIVE WORSHIP

Our daily acts of collective worship enable children to participate in a celebration of the life and work of the school, whilst at the same time offering a time for quiet thought and reflection. In accordance with the 1988 Education Act our assemblies are of a broadly Christian nature; but we also include aspects of other religions and religious beliefs to reflect the multi - ethnic society in which our children live.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

In PSHCE children learn about and explore self-worth and their relationships with others. They are taught of the role individuals play in the community and how they can become good citizens in the future.

Throughout the school children learn about themselves and their bodies, their growth and development. Aspects of health education covered include food and diet, personal and dental hygiene, rest and exercise, hazards and safety.

SEX EDUCATION

Sex education for Y6 children sets out to inform children of the changes which are already happening or will happen shortly as they approach puberty, together with an elementary understanding of human reproduction.

RIGHT OF WITHDRAWAL

Any parent wishing to withdraw their children from collective worship, religious education or sex education should contact the head teacher. Parents may see for themselves any sex education teaching materials we plan to use with the children, before they are introduced in the classroom.

GENERAL INFORMATION

PASTORAL CARE

Pastoral care is in the hands of all adults in school. If a child is taken ill at school, we make every effort to contact the parents. Parents wishing medicine to be administered to their children at school must give written permission for this to be done.

PARENTS' EVENINGS

During the year we arrange open evenings and interviews when parents can discuss their children's work and progress. Parents are welcome to make arrangements for additional discussions at any time should the need arise.

An annual written report on each child's work is sent out towards the end of the summer term.

BEHAVIOUR

We have high expectations of pupil behaviour and politeness based upon mutual respect. We reward this in a variety of ways. We will always contact parents regarding poor behaviour if it is disrupting the education of the child and others. We can usually succeed in sorting things out if we work together. Bullying is treated very seriously and is dealt with firmly and sympathetically. Parents should always contact the child's class

teacher or the Headteacher if they believe bullying to be taking place. We are a 'Telling School' and teach the children to tell us if they have any problems so that they can be successfully addressed.

All of these measures are more fully described in the school's behaviour policy and Working Together booklet. The School has an agreed Anti-Bullying Policy that addresses this very important aspect of behaviour.

EDUCATIONAL VISITS

Safely managed educational visits with a clear purpose are an indispensable part of the broad and balanced curriculum delivered at Thorpe Willoughby School. They are an opportunity to extend pupils learning and enrich their appreciation and understanding of themselves, others and the world around them. The school has appointed an Educational Visits Co-ordinator (the Headteacher) who will ensure that all visits are arranged in accordance with current NYCC and DfES guidelines. All teachers have undertaken Group Leader training.

Charging for Visits and Off Site Activities

The Governors have authorised the Headteacher to seek voluntary contributions from parents towards the cost of any activity in or out of school hours. If any such activity goes ahead, no pupil will be left out because his or her parents have not contributed towards the cost. If a trip becomes unviable then all money will be refunded.

GENERAL INFORMATION

THE FRIENDS ASSOCIATION



The Friends Association aims to advance the educational opportunities of the school's pupils by raising funds to provide facilities and resources in addition to those provided by the LA. A regular

programme of fund raising and social events is arranged, and membership is open to all parents and friends of the school. The FRIENDS subsidise many school activities including the visits of the popular theatre group. The FRIENDS have helped to furnish the newly built resource room. They are currently raising money to help us to provide tablets for the children to use in their education.

If you require any further information about the school, please do not hesitate to contact the Headteacher or any member of staff.

EXTRA CURRICULA ACTIVITIES

A variety of clubs take place at different times during the school year. Some take place during lunch time and some after school. Clubs that have run in the last twelve months include football, netball, maths, street dance, gymnastics and safe cycling.

COMPLAINTS

The Governors are confident that most difficulties, which arise between parents and the school, can be resolved by amicable discussion between the parents and Headteacher and other staff of the school.

The complaints policy can be found on the school web site.

With the open access that all parents have to the class teachers and Headteacher each day, problems are quickly cleared up.

We are however required under Section 23 Of the Education Reform Act 1988 to set up a complaints procedure and to make it known to all parents in the school prospectus.

The guidelines for dealing with any problems that might arise in school are as follows:

1. Speak to the pupil's class teacher and/or the Headteacher.
2. If it is a matter which you feel is more appropriately dealt with by the Headteacher arrange for an appointment through the school secretary.
3. If in the unusual event that you feel dissatisfied by the outcome of the meeting with the Headteacher, you then have the right to bring the matter to the attention of the school's Governors, who have a committee which deals with any problems relating to the curriculum and the management of the school.

4. If the complainant is still dissatisfied with the outcome, after having consulted with the school's Governors, the parent has the opportunity to involve the Local Authority. The Headteacher will be able to inform parents of the procedures, names and addresses of the relevant officers of the authority to contact.

SCHOOL HEALTH

Medication

As a general rule, the taking of medicines in school is discouraged. If vital, please contact the Headteacher. A letter is available from the school office requesting administering of medicines, which must be completed and sanctioned by the Headteacher.

Medicines **must** be left and administered in the School Office. Written administration instructions must be given and the bottle must be clearly marked with the child's name.

Your school health team is based at The Cabin, Flaxley Rd, Selby YO8 4LB

Telephone number: 01609798434

The information in this booklet is correct at the time of going to press, but may be subject to alteration, should there be any changes in circumstances.

Requests for leave of absence in term time.

Thorpe Willoughby Primary School and North Yorkshire Education Authority believe that attendance at school is important and that absence can lead to poor progress and poor attainment.

Because of the link between attendance and attainment the government has recently put a priority on reducing all forms of absence and has set schools and Education Authorities targets to reduce absence.

I do need to inform you that that the government has introduced Penalty Notice fines for parents whose children are out of school without the school's authorisation.

Families taking holidays during term time is a cause of absence which has been highlighted nationally as a disruptive factor in pupil's education.

In view of this I would like to take the opportunity to summarise for parents the North Yorkshire policy on term time holidays, which is based on legislation and government guidelines.

- The law says that parents/carers do not have the right to take their children out of school for a holiday in term time.
- Head teachers have the discretion to grant up to a maximum of 10 days leave for family holidays in each school year.
- Head teachers will take into account individual circumstances such as the attendance record of the child, whether the child would miss exams or any exceptional circumstances.
- Any requests must be made in advance on the official form obtainable from the school.
- If absence is not agreed and the pupil goes on holiday, the absence will be recorded as unauthorised and reported to the Education Authority.
- Where a pupil fails to return within 10 school days of an agreed date schools have the power to remove the child from the school roll.

Taking a holiday in term time means that children miss important school time. We would therefore request the co-operation of parents in considering the effect on their child's continuity of education before making requests for leave of absence in term time.

HELPING YOUR CHILD TO LEARN



Three Billy Goats Gruff

POINTS TO REMEMBER

1. Choose a time that is good for both of you. A little often is better than large amounts infrequently.
2. Avoid distractions (no television).
3. Sit together so that you can both comfortably see the book.
4. Talk about the story and pictures. Ask about what has happened and what might happen.

5. Encourage your child to follow the words when you are reading (in the first stages point to the words as you read).
6. Let your child join in and take over whenever they want, but be ready to keep the story going by helping or taking over the reading again.
7. Give praise and share enthusiasm.
8. Remember shared reading is not a trial or a test.
9. End a session quickly if your child shows signs of becoming tired or bored. Ten good minutes are better than twenty bad ones!

MATHEMATICS - HOME HELP



Maths through play

1. You could give your child a small amount of pocket money each week and let them decide how to spend it. Encourage them to work out before they pay how much change they should get.
2. Let your child cook - at first helping you, but gradually taking over more and more tasks themselves. Encourage them to follow a recipe, to measure out ingredients, and to calculate when to take the food out of the oven. Try not to interfere - let them do as much as possible.
3. Dividing up food - serving out meals. Talk about the fraction of the whole pie that each person has. Find different ways of cutting things into quarters, fifths, sixths etc. If it's a round cake imagine it's a clock - how many 'minutes' would you like?
4. When buying food show them how to look for the weight of food in a tin or the volume in a bottle. Explain how you work out what is a 'good buy'. Let them estimate to the nearest pound how much you have spent while you wait at the check-out.

5. If you are decorating a room explain to your child how you work out how much paper or paint you need. This will involve you with discussions about area and volume.
6. In the car, let the children follow your route on a map. They can help to look for signposts. When you stop for petrol talk about the distance your car can travel on each litre of petrol ($4\frac{1}{2}$ litres = 1 gallon). How far can you travel on a full tank of petrol? About how long (roughly) will it take to reach your destination?
7. When bills arrive, explain to children the idea of paying monthly, quarterly, yearly. How much would this be per week? Explain how you budget for household costs.
8. Darts has to be the best game for developing mental arithmetic. It can involve doubling and trebling numbers. How many do we still need to get nought?
9. Involve your child in making and constructing things from wood, cardboard, wool. They will need to measure and approximate.
10. Just giving your child pages of sums to do does not relate to 'real' life. Show them how you use mathematics and what an essential skill it is.

