The St. Peter & St. Paul CE Primary School
Burgh-Le-Marsh

“Striving for excellence together in a caring Christian community.”

RESPECT    COMPASSION    COURAGE

PROSPECTUS

www.burghschool.org.uk
The St. Peter & St. Paul CE Primary School
Burgh-Le-Marsh

The St. Peter & St. Paul Church of England Primary School
Wainfleet Road
Burgh-Le-Marsh
Lincolnshire
PE24 5ED
Tel: 01754 810241
Email: enquiries@burghschool.org.uk
Web: www.burghschool.org.uk

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Disclaimer
All information contained within this document was accurate at the time of publication. Changes in procedures, statutory arrangements and other details may occur over time and we apologise for any inconvenience this may cause. Please contact our School Office if in any doubt.
OUR AIMS AND VALUES

“Striving for excellence together in a caring Christian community”

CORE VALUES: RESPECT, COMPASSION, COURAGE

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promotes Christian and British values through the experience we offer to all our pupils.

We aim to:

- Provide a happy and stimulating learning environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning;
- Provide an environment that is safe and secure for all members of our school community;
- Help children fulfil their potential by acquiring relevant knowledge, skills and practical abilities and by developing their confidence;
- Develop lively and enquiring minds by encouraging children’s natural curiosity and imagination;
- Reflect and promote the values and teaching of the Christian faith (whilst respecting other cultures and beliefs) and maintain close links to the Church;
- Provide high quality education suitable for the needs of each child, using a wide range of teaching methods and experiences;
- Maintain high standards of work, behaviour and self-discipline;
- Provide a personal and social education which will encourage children to become independent, confident, self-disciplined and motivated;
- Help children understand the world in which they live, its social and economic order and the interdependence of individuals, communities and nations;
- Promote good physical, emotional and mental health experiences to enable everyone in our school to enjoy a healthy lifestyle;
- Support all members of our school staff to be confident in their respective roles, working together as a team, co-ordinated by effective leadership;
- To establish effective partnerships between home, school, Church and the community that are fundamental to the well-being of the children and the successes of our school.
WELCOME FROM THE CHAIR OF GOVERNORS

Thank you for taking the time to find out about our school. Making the decision about which school is the right school for your child can be a difficult one, but we hope that this prospectus will help you make that decision by giving you a flavour of the Saint Peter and Saint Paul Church of England Primary School and the opportunities that we provide here.

The staff and the governors want your child’s time at our school to be happy and exciting as well as educational. We believe that learning should be fun and that also by encouraging respect for each other and valuing the opportunities available, we can all grow and learn together.

An up-to-date list of current governors is displayed in school. As a Governing Body, we work in partnership with the Headteacher and staff and make it our responsibility to ensure that our school provides the necessary support and opportunities for every child to fulfil their potential.

If at any time during your connection with our school you feel you would like to become involved with the work of our Governing Body, please speak to either ourselves or our Clerk.

As with most things, teamwork is the key to success, and if pupils, parents, teachers and governors all work together, we will be providing the best possible start in life for our children.

Claire Dougall

Claire Dougall
Chair of Governors
Welcome to the Saint Peter and Saint Paul Church of England Primary School!

As a Church school, we believe that children grow in mind, body and spirit. Christian values are built into our teaching and ethos. Within this nurturing environment, we aim for each child to experience true fulfilment and to engage fully in the great adventure that is Primary education.

A child only gets one chance at their Primary education, so it is important to make the most of it. We are proud of the quality of education we provide for all our children. Our school’s curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development and wellbeing. Our team of teachers, teaching assistants, support staff, parent helpers and governors all work together to promote high quality education, enabling our children to become well-rounded individuals and lifelong learners as they reach their full potential.

Partnerships with our children (through, for example, our School Council), parents and our PFTA, the local community, the Church and outside agencies are very important to our success. Working together, we aim for all of our children to become:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

The choice of school for your child is a very important one and we hope that you find the information within this prospectus helpful. If you have not already visited our school, we would encourage you to do so, so that you can learn more about life at the St. Peter and St. Paul CE Primary School. Please do not hesitate to contact us if you would like to arrange a visit to our school or if we can be of further help in any way.

David Hurdman

Mr. D. Hurdman
Headteacher
SCHOOL STAFF AND GOVERNORS

TEACHING AND LEARNING STAFF

HEADTEACHER
Mr. D. Hurdman

TEACHERS
Mrs. L. Gould (Reception)
Miss K. Holmes (Year 1)
Miss D. Leetham (Year 2 & SENDCo)
Mrs. L. Kirk (Year 3)
Mr. E. Anderson
   (Year 4 & Deputy Headteacher)
Miss C. Bowmar (Year 5)
Mrs. A. Walton (Year 6W)
Miss E. Millman (Year 6M)
Mrs. L. Arnold
   (Pupil Premium & Curriculum Development teacher)

TEACHING ASSISTANTS
Mrs. J. Allen
Mrs. M. Brereton
Mrs. R. Burgess
Mrs. A. Gray
Mrs. S. Holiday
Mrs. A. Holmes
Mrs. H. Hulley
Mrs. J. Krause
Mrs. D. Lammiman
Miss C. Macklin
Miss L. Newman
Mrs. E. Ranyard
Mrs. J. Robinson

SUPPORT STAFF

OFFICE STAFF
Mrs. J. Barry (Bursar)
Mrs. P. Cheeseman

MIDDAY CONTROLLER
Miss L. Newman

MIDDAY SUPERVISORS
Mrs. A. Allenby
Miss L. Bearman
Mrs. T. Bullion
Mrs. K. Farrer
Mrs. S. Hayter
Mrs. H. Marchant
Miss K. Myers
Mrs. H. Tuplin (Relief)

LUNCHTIME PLAY CO-ORDINATOR
Mrs. R. Burgess

CARETAKING AND CLEANING STAFF
Mr. R. Allsop (Site Manager)
Mr. S. Webster (Cleaner)

GOVERNING BODY

CHAIR OF GOVERNORS
To be elected

VICE-CHAIR OF GOVERNORS
Mrs. L. Ellis (Parent Governor)

GOVERNORS
Mr. M. Bennison (Parent Governor)
Mr. C. Bowden (LA Governor)
Miss C. Dougall (Parent Governor)
Mr. P. Hayter (Foundation Governor)
Mr. D. Hurdman (Headteacher)
Mrs. C. McKendrick (Co-opted Community)
Miss E. Millman (Staff Governor)
Miss A. Smith (Co-opted Governor)
Father Terry Steele (Foundation Governor)
Mr. N. Stocks (Parent Governor)

CLERK TO GOVERNING BODY
To be appointed

List correct as of 27.09.2018.
Roles and responsibilities may change.
DAY-TO-DAY ROUTINES

STARTING SCHOOL
Children join our school in the September of the academic year when they are five years old. The Local Authority (LA) is the admission authority for our school and places are allocated in accordance with their published arrangements. We normally have an admission limit (PAN) of 30 pupils per year group. If the number of applicants exceeds the number of places available, then the places are allocated based upon the oversubscription criteria and parents and carers are informed of their right to appeal. For more information, please refer to our ‘Admission’ policy (see Appendices). It is a LA requirement that parents provide a copy of their child’s Birth Certificate when they complete an admissions form.

During the term prior to your child starting in Reception, all parents are invited to a ‘Starting School’ meeting, where you will have the opportunity to meet the Foundation Stage staff and ask any questions. Prior to children starting in Reception in September, Foundation Stage staff visit all our feeder pre-school settings. The children are also given the opportunity to visit Reception prior to starting in September. This offers your child the chance to spend time in their learning environment with their new classmates and the Foundation Stage staff.

Children in Reception start school on a part-time basis for the first few days of the term. This enables the staff to get to know the children and their parents and carers, establishing those all-important relationships. It also helps the children adjust to a new environment, feel secure and settle quickly. All our Early Years staff strive to ensure that every child’s needs are met using a personalised learning approach.

OUR SCHOOL DAY
Our school day runs from 8:45am until 3:15pm. Gates open at 8:35am and children are expected to be in their classroom by 8:45am. In the interests of safety, children should not be left unaccompanied outside school before gates open at 8:35am. If you and your child arrive late, or you need to collect them early, you need to come to the main visitor entrance and inform our School Office.

Break time takes place mid-morning, with our younger classes usually taking their break first. Lunchtime is between 12:15pm and 1:15pm. Typically the older children eat first, followed by Reception, Year 1, Year 2 and Year 3.

At the end of the day, the playground gates are opened at around 3:05pm in anticipation of lessons finishing at 3:15pm. Children are collected from outside their classrooms (Year 6 children being collected by an adult will make their way to the main playground). Children must be collected by a responsible adult whom the child knows. The only exceptions are children in Year 6 whose parents have given them specific written consent to walk home on their own. Please inform us of any changes to the normal collection routine.
LUNCHTIME
A hot school meals service is provided by our school, which children can sign up to and pay for on a termly or weekly basis. There is a choice of either a main meal option or a filled baked potato. Our school actively encourages families who think they may be eligible for Free School Meals (FSM) or Pupil Premium to apply as they may also be entitled to free school trips, musical tuition and essential items of school uniform. Further details may be obtained from our Office or by going on-line to the Lincolnshire County Council website at www.lincolnshire.gov.uk/parents/schools/free-school-meals. All children in Reception, Year 1 and Year 2 are currently eligible for free universal infant hot meals if wanted and we would encourage parents to take up this offer.

Alternatively, parents may provide their child with a packed lunch. Due to some children and staff in school suffering from severe food allergies, we would ask you not to send your children with nuts or nut based food, or strawberries and strawberry-flavoured products. Fizzy drinks also are not allowed. Please ensure that lunch boxes and all drinking containers (no glass or cans) are secure. Naming lunch bags and boxes would be helpful for all pupils. The children are supervised by members of our midday team while they eat their lunch in the Hall and while outside playing. We also have a Lunchtime Play Co-ordinator who plans and supports positive play over lunchtime, supporting the midday supervisors.

BREAK TIME SNACK
We encourage our children to eat healthily and so at break a healthy snack of fruit or vegetable is encouraged (no crisps, chocolate or sweets). At morning snack time, all Foundation Stage and Key Stage 1 children receive a free piece of fruit each day as part of the ‘School Fruit and Vegetable Scheme’. This is normally given out prior to, or during, the morning break. Find our more at www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx

There is also a free daily milk scheme for children under 5 and those entitled to Free School Meals. Daily milk is also available with payment for other ages via an online system. Please ask our Office for details. All children are provided with a water bottle when they join our school and have access to water throughout the day.

EXTRA CURRICULAR ACTIVITIES
At our school we are committed to creating additional opportunities for all our children and over the course of the year we provide many extra-curricular activities for children of all ages after school. We offer a diverse range that makes the most of our resources and staff knowledge and expertise. Details of clubs on offer are sent out at the beginning of each term and are published on our website. Our clubs are run by teachers and teaching assistants as well as by outside providers (for example Sports Coaches).
WORKING TOGETHER

We regularly send out Newsletters to keep parents informed of school events. Reminders and updates are also sent via letters and a text-messaging system and teachers also send out termly news sheets of information about particular class events and information. This information is also available on our website www.burghschool.org.uk, where each class also has a page which is updated regularly.

HOME/SCHOOL AGREEMENT

An effective education is based on a good relationship between home and school. It values the ability of both partners to work together to support the child. We firmly believe in this, and always encourage parents to take a full and active part in their child’s schooling. When children start school, we ask parents to carefully read and sign our ‘Home/School Agreement’. It states our commitment to you and the commitment that we ask you to make for your child. It also asks children to take responsibility for what is expected of them to maximise their learning. We also ask that parents and carers read and sign our ‘Parental Code of Conduct’ and that our children and parents sign our ‘Acceptable Use Policy’ for Computing activities and to allow them to use technology in school.

HOMEWORK

The most effective way to help your child is the simplest – talk to your child! As children grow older, they will bring work home. This will always include reading, but may also include spellings, number facts, finding information or work linked to the current English, Mathematics or Topic themes. We encourage all children to attempt work that is sent home, but if your child (or you) experiences difficulties, please contact the classteacher. Children are encouraged to use a book bag to ensure that homework books, reading books and records and any letters are shared with parents. Please could you ensure that you sign (and ideally comment in) your child’s Reading Record when you hear them read. The more you do this, the better your child will get – every day is best! Reading books are changed regularly in school, although not necessarily every day. You can, of course, read other things with your child too such as home books, library books, comics and magazines.

SCHOOL COUNCIL

Our School Council is an inclusive, structured meeting time for discussion and decision-making. It provides an opportunity for children to raise issues and concerns and it is also an opportunity for staff to consult pupils. Children from Reception to Year 6 are elected to our School Council by their peers to share the thoughts and views of their classmates. Our School Council also organises fund-raising events to support local and national charities.

PFTA

All parents, guardians and relatives of children at our school are invited to become involved with the Parents, Friends and Teachers Association (PFTA). Our PFTA are very active and arrange many exciting fund raising activities. We are very grateful for the extra funds, which enable us to purchase additional resources for the children. The committee are always keen to recruit new members. Please contact our school for details if you are interested.
UNIFORM

All children at our school should wear school uniform. We believe a uniform looks smart and contributes to a feeling of belonging to our school community. It also helps when children go out on educational visits to identify them as representatives and ambassadors of our school. All uniform items can be purchased from www.nationwideschooluniforms.co.uk

GIRLS
Girls may wear a grey skirt/pinafore dress or grey/black trousers (not jeans or leggings) with a white polo shirt or blouse. Skirts should be close to knee length and not body hugging. Girls may also choose to wear a blue and white gingham dress or smart grey/black school shorts. A royal blue jumper school sweatshirt or cardigan is also necessary. Socks or tights should be black, white or grey. Girls wear black school shoes or sensible black boots. Footwear must have an appropriate, sensible heel.

BOYS
Boys may wear grey/black school trousers with a white polo shirt or shirt. They may also wear smart grey/black school shorts. A royal blue jumper or school sweatshirt is also necessary. Boys must wear black school shoes, not trainers. Socks should be predominantly black or grey.

PE KIT
Children at our school wear the red/green/blue/yellow house team polo shirt and black shorts. They will also need appropriate footwear for indoor and outdoor PE (e.g. plimsolls and trainers). Some indoor PE work is also carried out ‘bare-foot’. Children also need tracksuits/sweatshirts for outdoor PE. An optional school tracksuit top can be purchased from our uniform supplier. Football strips and team sweatshirts etc. are not permitted.

HAIR AND JEWELLERY
Long hair must be tied back for school. Children may wear one pair of small stud earrings, but they must be removed or covered for PE lessons. Children should not wear make-up, nail varnish or temporary transfer tattoos for school unless it is for a special school event (e.g. Children in Need, Party Day etc.).

LOST ITEMS
We do not have a central lost property box, so please label your child’s clothes (especially jumpers), shoes, bags, hats, lunch boxes, water bottles and so on. If your child does lose an item, please encourage them to look for it as soon as possible and speak to their class teacher if necessary. Children must not bring toys, stickers, games or ‘trading cards’ into school unless their teacher asks them to do so in relation to a particular topic they may be working on.

The items noted above, and other additional items including coats, book bags and caps, can be purchased directly from www.nationwideschooluniforms.co.uk

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ABSENCE, ILLNESS AND MEDICAL INFORMATION

ILLNESS
It’s important to inform our school if your child is going to be absent. On the first day of your child’s illness, contact our school to tell us that your child will be staying at home. We may ask about the nature of the illness and how long you expect the absence to last. If it becomes clear that your child will be away for longer than expected, phone our school as soon as possible to explain this. Please note that according to NHS guidelines, children with diarrhoea and/or vomiting should definitely be kept off school until at least 48 hours after their symptoms have gone. For more information about illness and absence, it is worth having a look at www.nhs.uk/Livewell/Yourchildatschool for more information.
If your child is taken ill or has an accident at school, we may need to get in touch with you quickly. Please ensure that contact numbers are kept up-to-date by informing our Office if they change.

MEDICINES
Medicines are generally not allowed to be brought into school. Exceptions may include asthma reliever inhalers and auto injector adrenaline pens, which are kept in a known location in the vicinity of the child. If a child has been prescribed a short-term course of medicine, then a parent or nominated adult may of course come to school to administer the medicine at the appropriate time. Our ‘Administering Medicines’ policy is available from our Office.

ALLERGIES
We do have children and staff with severe allergies to strawberries and nuts. Therefore, we please ask that you do not send children with any nuts, strawberries, strawberry flavoured products or products containing strawberries or nuts. Please remember this if children bring in birthday treats (e.g. cakes or sweets) for their classmates.

TERM-TIME HOLIDAYS
Current national legislation means that a request for leave of absence will not be granted for the purpose of a holiday unless deemed to be exceptional circumstances. If you wish to seek approval for any request of absence for your child(ren) from School, then you must apply in writing to the Headteacher, at least four weeks in advance of the requested for absence. Any exceptional circumstances must be clearly set out in the written request to the Headteacher who will consider each case upon its merits. A typical family holiday does not count as exceptional circumstances.

If you then choose to take your child out of school during term time and it is not deemed to be exceptional circumstances and/or has not been approved by our school, then this will be coded as an unauthorised absence and in some circumstances (e.g. poor attendance) a Fixed Penalty Notice may be issued for the period of absence. For more information, please refer to out ‘Attendance’ policy (see Appendices). You can also read more at www.gov.uk/school-attendance-absence
PRIMARY EDUCATION: AN OVERVIEW

During their time at our school, your child will move through different parts of our school called Stages; Foundation Stage (Reception Class), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6).

FOUNDATION STAGE
At our school, children experience a well-planned and resourced Foundation Stage curriculum to take their learning forward. We provide opportunities for all children to succeed in an atmosphere of care and feeling valued. In Reception, children will work with adults in small groups, large groups and individually, with a continued emphasis on learning through play, not only indoors in the classroom, but also outdoors in the Reception outdoor learning environment.

The aim of the Foundation Stage is to lay the basis for the child’s future education and life. The curriculum for the Foundation Stage comprises 7 areas of learning:

1. **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

2. **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

3. **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

4. **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

6. **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

7. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and
encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Throughout the Foundation Stage, adults working with your child will be assessing their progress and development. These assessments known as the ‘Learning Journey’, are made through accumulating evidence of each child’s knowledge and skills. The class teacher keeps an evidence file which is used to complete the formal assessment document known as ‘The Foundation Stage Profile’. The ‘Learning Journey’ is an open document and can be viewed by parents regularly. It will also be discussed as part of Parents’ Evenings. We would love you to add to the ‘Learning Journey’ too and our Foundation Stage staff will let you know how you can do this.

**KEY STAGES 1 AND 2 AND THE NATIONAL CURRICULUM**

When your child enters Year 1, a more formal way of teaching is gradually introduced, whereby they will be taught all the statutory subjects in the National Curriculum: English, Mathematics, Science, Computing, Geography, History, Art and Design, Music, Physical Education and Religious Education. In addition, PSHE (Personal, Social, Health and Economic education) is also covered. English, Mathematics and Science are the core subjects. Curriculum information for each year group is available to parents on our website.

**KEY STAGE 1**

After Reception Class, your child will move on to Key Stage 1 (sometimes referred to as the ‘Infants’), which is Year 1 and Year 2. They will continue to use activities that are familiar to them from the Foundation Stage, whilst developing their independence and moving towards a more formal way of working. Throughout Key Stage 1 your child will be encouraged to take increased responsibility for their own learning and develop increased independence.

**KEY STAGE 2**

As your child moves into Year 3 and through Years 4, 5 and 6 (sometimes known as the ‘Juniors’), subjects are studied in greater depth, further developing the child’s skills and knowledge. As children progress through Key Stage 2 they are expected to develop a range of skills which will enable them to become independent learners, as well as become responsible members of our school community.

**SECONDARY TRANSFER**

There are several local options for Secondary education, including the system of testing at the beginning of Year 6 called the 11+ for entry to a Grammar school in Lincolnshire. You do not have to enter your child if you are not intending on choosing a Grammar setting. If you are in doubt, please consult the Year 5 and Year 6 class teachers or the Headteacher, who will be pleased to advise you. All of our local Secondary schools have Open Days to help you and your child to decide on the most suitable Secondary school setting. We do encourage children and parents to visit Secondary schools during the school day to help determine the most appropriate Secondary school for your child.
THE CURRICULUM

Our Curriculum Map (which can be found on our website) has been developed to enhance the learning experience of all our children. The curriculum, which reflects our aims and values, is derived from the statutory National Curriculum and the Lincolnshire Agreed RE syllabus.

ENGLISH

English is an essential tool for learning across the curriculum and for future life. We teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language—speaking, reading and writing fluently - are essential to participating fully as a member of society.

In Key Stage One (Year 1 and Year 2) developing phonics, the ability to read and decode words using segmenting and blending is essential. This underpins reading and spelling of regular words. Irregular words are taught as “common exception words”. The children hear, read, share and discuss a wide range of high quality books including poetry, stories, plays and information texts to develop their vocabulary, fluency and reading skills including comprehension. In handwriting children are expected to begin to develop a neat cursive script. Writing is across a range of genres including captions, lists, instructions, narrative writing, poetry and information texts. Children are aiming to write in sentences correctly punctuated using interesting vocabulary and grammar. They are encouraged to re-read their work and check it makes sense.

Within Lower Key Stage Two (Year 3 and Year 4) reading should be more fluent and focussed upon developing comprehension and vocabulary so that pupils can justify views on a variety of texts. Writing is expected to be more accurate with good sentence punctuation and sentence construction with a wide knowledge of linguistic terminology and writing genres. Spelling should be based upon using phonic knowledge and other knowledge of spelling such as morphology and etymology. Joined cursive handwriting style should be used across the curriculum and consistent.

By Upper Key Stage Two (Year 5 and Year 6) fluency and intonation of reading is a key focus in aiding understanding and comprehension of a wide range of text types. Reading is essential in developing vocabulary for pleasure and understanding. Pupils knowledge of language gained from stories, plays, poetry, non-fiction and textbooks will aid reading and writing. Focus on sentence construction and grammar are essential tools in improving writing. Writing and reading should be sufficiently fluent to support other curriculum areas.

MATHEMATICS

Mathematics is a creative and cross-curricular subject that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in almost every form of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an
appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The principal focus of mathematics for our younger children is to ensure that they develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including the use of practical resources. At this stage, younger children develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. They also encounter a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Key Stage 1, children should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage aids fluency. Children are also expected to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

As children move through Lower Key Stage 2 they will become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This ensures that they develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, children develop their ability to solve a range of problems, including those involving simple fractions and decimal place value. As well as being able to analyse shapes and their properties, and confidently describe the relationships between them, children use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, the children are expected to memorise their multiplication tables up to and including the 12-times table and show precision and fluency in their work.

Through Upper Key Stage 2 children extend their understanding of the number system and place value to include larger integers. This develops the connections between multiplication and division with fractions, decimals, percentages and ratio. At this stage, children develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, children are introduced to the language of algebra as a means for solving a variety of problems. Geometry and measures consolidates and extends knowledge developed in number. Children also classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, children are expected to be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. They are also expected to read, spell and pronounce mathematical vocabulary correctly.

**SCIENCE**

At our school we strive to make learning science fun and exciting. Science is taught by giving our children chance to test, make mistakes and improve. It builds knowledge and develops children’s understanding of the world through first hand experiences and exploration.

We support children in spotting patterns, understanding what they have found out and talking about their learning. We strive to provide an environment where children are willing to take risks when trying out their ideas and are given the opportunities to develop their scientific enquiry.
We want to inspire and challenge our pupils to become independent thinkers, who use their knowledge of Science to develop their understanding of the constant changing world they live in.

We aim to ensure that our children can learn about how Science impacts upon and underpins much of our lives in today’s society, while practical activities should stimulate their curiosity and develop a clear understanding for the future. This is done through engaging Science lessons, practical experiments, visits, talks, and links with our local community.

The Science curriculum for Primary Education explores Science through the disciplines of biology, chemistry and physics. At our school we use these areas to encourage our children to:

- Be enthused about natural phenomena;
- Rationalise and explain what they see and find;
- Ask questions, predict, investigate, analyse and draw conclusions to things occurring in the world around them.

Furthermore, we enable our children to make links to the uses and implications that Science has, which they can apply to their lives today and which will be relevant to them in the future.

The specific areas of Science covered across Key Stage 1 and Key Stage 2 are:

- Working scientifically;
- Living things and their habitats;
- Animals, including humans;
- Properties and changes of materials;
- Earth and Space;
- Forces;

**RECOMMENDATION**

Our school works to the Lincolnshire Agreed Syllabus for Religious Education. This includes studying Christianity and other religious faiths – currently Hinduism and Islam. Other world religions are studied through additional units of work (e.g. Judaism). The aim is for children to respect and be tolerant of others’ beliefs and cultures.

Assemblies are held every day where we meet as a school community. They are broadly Christian though non-denominational, and tend to have a moral emphasis rather than being instructional. Every day children participate in prayers during worship and as part of the daily routine at lunchtime and the end of our school day. On Fridays, the assembly is normally led by Father Terry, and other local religious leaders regularly lead our assemblies on other occasions. Parents and friends of our school are invited to our services in the Parish Church throughout the year.
Parents have the right to choose to withdraw your child or children from all or part of the Religious Education and Collective Worship provided. Such instances are very rare, but alternative provision will be made for any children withdrawn. Please contact the Headteacher.

**COMPUTING**

Computing (formerly ICT) addresses the challenges and opportunities offered by the technologically rich world in which we now live. Through this subject, children will develop an understanding of computational systems of all kinds, not just traditional “computers”. They are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs and a wide range of digital content. Computing also ensures that pupils become digitally literate—able to use, and express themselves and develop their ideas through, information and communication technology—in a way which enables them to be safe, responsible and active participants in a digital world.

What does this look like in the classroom? Younger children learn what “algorithms” are. These are essentially “sets of instructions” and the concept may be explained using recipes or by breaking down the steps of children’s morning routines. They will also be creating and “debugging” (finding mistakes in) simple programs of their own, developing logical reasoning skills and taking their first steps in using devices to “create, organise, store, manipulate and retrieve digital content.” As children move through our school they will be creating and debugging more complicated programs with specific goals and getting to grips with concepts including variables and “sequence, selection and repetition in programs.” They will still be developing their logical reasoning skills and learning to use websites and other internet services. There will be ongoing practice using devices for collecting, analysing and presenting back data and information.

**P.E. (PHYSICAL EDUCATION)**

P.E. and Sport in our school is very important and we offer a wide range of activities to the children, both within P.E. lessons and through clubs after school. We have been awarded the Sports Mark in recognition of the quality of sporting activities being offered to our children. We aim to ensure that all pupils have the opportunity to develop competence to excel in a broad range of physical activities and that they engage in competitive sports. We also encourage the children to understand how their bodies feel during exercise and the importance of being active.

Each week the children take part in Physical Education lessons which cover dance, gymnastics, athletics, games, swimming and ‘Outdoor and Adventurous Activities’ (OAA). We also make provision for high quality P.E. to be taught by external coaches on a regular basis throughout our school. They cover a variety of sports including hockey, high-five netball, tag rugby, Kwik Cricket, football, volleyball, tennis, multi-skills, fencing, archery, athletics and golf. In Key Stage 2, the children also have the opportunity to receive swimming lessons at a local pool, where they are taught by qualified swimming instructors. The cost for this is met from our school budget.
As a school, we value the importance of competitive sport and aim to enter a wide variety of the competitions organised within our local area. We believe that competing against children from other schools develops ability, confidence, teamwork and, of course, citizenship.

**FRENCH**

In our school French is taught on a weekly basis to all Key Stage 2 children as part of our curriculum. We teach children to know and to understand how to ask and answer questions, use correct pronunciation and intonation, memorise words and interpret meaning. Learning a language can help children to understand the culture, similarities and differences of another country. It can help them to be successful in the modern world and may open up job opportunities later in life. In teaching French, we make links across the curriculum so our children are able to make connections with countries studied in Geography and History. We are giving our children their first step into a world full of languages and opportunities.

**MUSIC**

We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms. Children are encouraged to know and understand how sounds are made and then organised into musical structures. They explore how music is composed, written down and influenced by the time, place and purpose for which it was written. We also currently provide opportunities for the children to be able to play an instrument via whole class tuition in Year 4.

**GEOGRAPHY**

Through Geography the children develop a desire to explore the world. They have opportunities to investigate and compare local, national and international locations, developing mapping skills and geographical knowledge, understanding and vocabulary. Children also explore geographical features such as mountains, rivers and volcanoes. Fieldwork is also developed with children where appropriate allowing them the opportunity to develop life skills.

As children progress, their growing knowledge will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of different landscapes. Children leave our school with geographical knowledge, understanding and skills that allow them to explain how the Earth’s features, both in their local area and places further away from our school, are shaped, interconnected and changed over time.

**HISTORY**

At our school we believe that History is a practical and engaging subject which motivates and inspires our children to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Through the study of individuals, societies, cultures and countries within which they lived, History enables pupils to gain awareness of what happened in the past and reasons for these events.

History helps our children understand the complexity of people’s lives, the process of change, diversity of societies, the relationships between different groups as well as the

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changes and challenges of their own time. At our school we teach History through our learning challenge curriculum. Children learn through linked up teaching and exposure to a wealth of trips, artefacts and visitors into school. Drama and dressing up is used to bring the past back to life and children genuinely develop a thirst for learning about historical events, people and societies.

**ART AND DESIGN TECHNOLOGY**

Art and Design Technology at our school enables children to record from their observations and imagination using a range of materials and stimuli. They are shown how to use colour, texture, pattern, and sculpture to produce pieces of work using a variety of skills and tools. Children work collaboratively as well as on their own through art activities. They are encouraged to think carefully about ways in which their/others work could be improved by saying what they think and feel about it. Children have the opportunity to study and work in the style of real artists. Our school has also held arts days to work on larger projects through established links with local artists.

Our school provides the children opportunities to develop imaginative thinking when designing and making. They are encouraged to investigate how things work and are taught how to use tools and equipment safely and techniques for making a product. The children are shown technological processes, products and their manufacture in the real world. The children develop ideas and models through designing, planning, making and evaluating what they have done. An area of particular focus at our school is Food Technology and all children are provided with opportunities in this aspect of the curriculum.

**PSHE EDUCATION**

PSHE (Personal, Social, Health and Economic) education encompasses the social, moral and personal issues which are part of living in the world around us. Your child will be encouraged to develop their understanding of the way in which communities learn to live together in harmony, through sharing the values of honesty, caring, truth and respect. This area of the curriculum underpins qualities and skills that promote positive behaviour and effective learning. Themes covered include self-awareness, managing feelings, motivation, empathy and social skills. These in turn support the children in understanding another’s point of view, working together in a group, sticking at things when they get difficult, resolving conflict and managing emotions.
SEND AND EQUAL OPPORTUNITIES

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
At our school, we make provision for pupils with a wide range of needs: learning, physical, emotional and behavioural. We meet the needs of these pupils through careful planning of lessons, specific resources alongside our highly skilled team of teachers and teaching assistants. Our Special Educational Needs and Disabilities Coordinator (SENDCo) works with parents, staff and pupils as well as other agencies such as the Specialist Teaching Team service to ensure the best possible opportunities are provided for every child with special needs.

Once a child has been identified as having additional educational needs, the SENDCo will be involved from the outset and the classteacher and/or SENDCo will invite the parents to a meeting to:

- Discuss that their child is being placed on the SEND register;
- Record that discussions have taken place on our ‘gold form’;
- Discuss assessments that have been completed and agree a plan and provision.

This is part of the graduated approach cycle of ‘Assess, Plan, Do, Review’ in line with the ‘SEND Code of Practice: 0-25 years’ (available to view online at www.gov.uk/government/publications/send-code-of-practice-0-to-25). Depending on their age and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to meetings to review progress made, set targets and agree provision.

We do all we can to ensure that all pupils, regardless of any special need, are fully involved in school life. We have an excellent and proven record with our pupils who encounter some form of difficulty with their learning. We believe that the key to this is building a strong and trusting relationship with parents and professionals. Although our school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP or Paediatrician if they think their child may have a specific additional need (e.g. ASD or ADHD).

PUPILS WITH DISABILITIES
At our school, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from our school. We aim to develop a culture of inclusion and diversity in which everyone can participate fully in school life. The achievement of pupils with disabilities is monitored and we use this information to ensure inclusive teaching. We make reasonable adjustments to make sure that our school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. If you have a child with a disability, please contact us and we will be happy to talk to you about how we may be able to accommodate their needs.
ASSESSMENT AND REPORTING

REPORTING TO PARENTS
During each year, from Reception to Year 6, you will have the chance to discuss the progress your child is making with their class teacher. Our first Parents’ Evening of the year is held at the end of Term 1, when you will be able to talk about how your child has settled into their new class.

At the end of Term 4 or the beginning of Term 5 there will be a second Parents’ Evening when you will be able to discuss your child’s progress. This is an opportunity to celebrate progress and strengths and also to focus on areas to develop.

At the end of our school year in July, your child will bring home a written report, including the results of any statutory tests if applicable. If you wish to discuss the report with the classteacher, please make an appointment. At any time, please arrange to talk to your child’s teacher if you have any questions or concerns.

SATs (STATUTORY ASSESSMENT TESTS) AND PHONICS SCREENING
At the end of Year 2 and Year 6, all children will take National Curriculum statutory tests, known as SATs. These assess the children against age-related expectations in Mathematics and English. They are also assessed by our school in Science. Children in both year groups are assessed through teacher assessment and testing, and your child’s performance against age-related expectations will be reported, along with our school’s results. These will usually be included in the end of year report for your child. Last year’s results for our school are in attached in the Appendices and are also available from our website. Please ensure that your child is in school for these tests in May – current dates can be obtained from our Office, our website, our newsletters or the Department for Education (DfE) website (www.gov.uk/government/organisations/department-for-education).

Year 1 pupils participate in National Phonics Checks, results of which are provided to parents. Again, this is a statutory requirement. Any child who does not meet the required standard is given additional support in Year 2.

ON-GOING ASSESSMENTS
To ensure that all children are taught at an appropriate pace and are stretched to their potential, regular assessments take place throughout their school life. These may involve a member of staff talking to your child, marking of their work or occasionally a formal test. We do not usually report raw results of formal tests, as on their own such scores do not show what a child knows and the next steps. However, all these forms of assessments are vital to provide high quality teaching and learning and are used to inform the future planning for the class and to report to parents.

You can find information about all schools in England at www.gov.uk/school-performance-tables
POLICIES AND PROCEDURES

Key policies are published on our website at www.burghschool.org.uk. Copies of all policies are available on request from our School Office.

SAFEGUARDING
Our school Governing Body are accountable for ensuring effective child protection policies and procedures are in place in accordance with statutory guidance, Local Authority guidance and locally agreed inter-agency procedures. The Headteacher is the named responsible person (Designated Safeguarding Lead) within our school and will make reference to the appropriate agencies should the need arise. Please refer to our ‘Child Protection and Safeguarding’ policy on our website or available from our School Office.

BEHAVIOUR / DISCIPLINE POLICY
Behaviour of pupils at our school is very good and is often commented on by visitors. Children have many opportunities to work and play together and develop friendships. Our Behaviour Policies are regularly reviewed and are based on praise and reward systems as well as clear sanctions. Sometimes children misbehave. If this happens, we ensure you are informed as deemed necessary and, if appropriate, parents may be asked to meet with the classteacher or a more senior member of staff. Our aim is to keep you informed so that together we can support your child in maintaining a high standard of behaviour.

ANTI-BULLYING POLICY
Issues relating to bullying are discussed in every class as part of our Personal, Social, Health and Economic (PSHE) education programme. Children are encouraged to tell an adult if they feel they are being bullied. We describe bullying as ‘the premeditated and continuous act of aggressive behaviour to another person’ rather than a ‘one-off’ incident. This can be physical or mental and involve great distress and anxiety for all concerned.

At our school such behaviour is totally unacceptable. If you believe your child is in any way suffering from such actions, you should inform school immediately. We will listen carefully to any issues brought to us and endeavour to stop any such behaviour. We never underestimate the seriousness of bullying and the negative effects it can have.

EQUALITY OF OPPORTUNITY, GENDER, DISABILITY AND ACCESS
Our staff all work very hard to ensure that all pupils are given the same opportunities and are able to access these. This is regardless of gender, race, religious background, financial circumstances or disabilities. We firmly believe that this is essential to promote a fair and just school. Plans and policies relating to Equality of Opportunity, Gender, Disability and Accessibility can be obtained from our Office.
SEX AND RELATIONSHIP EDUCATION (SRE)
Children receive Sex and Relationship Education (SRE) throughout their time at school. All pupils follow the Science curriculum that explains reproduction in plants and animals. Other aspects are covered as part of our Personal, Social, Health and Economic (PSHE) education programme.

Specific Sex and Relationship sessions are delivered in a sensitive way that focuses on how happy and caring relationships are the key to fulfilment in life. Teachers use specific age-appropriate resources. Parents do have the right to withdraw their children from specific Sex and Relationship Education sessions, although such instances are rare. If this is the case, we would suggest that parents provide appropriate information at home. Our ‘Sex and Relationships Education’ policy is available from our Office on request.

DRUGS, TOBACCO AND ALCOHOL EDUCATION
Our youngest pupils are taught how to be safe in the home. We teach that most drugs are designed to help us become well, but if misused, can cause harm. Our older pupils are taught both the benefits of common prescription and non-prescription drugs, along with a basic understanding of substances and drugs such as tobacco, alcohol and caffeine. We also discuss the dangers of addiction and how in particular cigarettes and alcohol can damage our health.

As with Sex and Relationships Education, our priority is to inform and educate pupils in a caring and supportive way to prepare them for the challenges that they might face as they grow up.

CHARGING POLICY
We do not charge for any of the resources or books that we use. However, from time to time there are instances where we ask for a voluntary contribution. Examples include off-site educational visits to museums or other local places of interest and also theatre trips.

While we cannot insist parents contribute, we take great care to ensure that the activities support your child’s learning and that costs are kept to a minimum. However, if donations do not meet the cost, we may have to revise our plans. For details, see our ‘Charging’ policy, available from our website or our Office.

SECURITY
We wish to have a balanced approach to security in this school. On the one hand we have to restrict entry to unauthorised personnel for the safety of the children, but on the other we want parents to feel that they can come into our school. Visitors between the times of 8:45am and 3:15pm should report to the main Office on arrival, as entry into school is only permitted through the main Office doors during this time. All adults in school wear a named lanyard for identification purposes.
HEALTH AND SAFETY (INCLUDING PARKING)
We ask that parents DO NOT park in our school car park unless they are eligible to and have been issued with a permit by our Office. Please be considerate to local residents when parking around our school, respecting driveways and the no-parking zones marked on the road.

The whole school site is a no-smoking area. Dogs and other animals must not be brought inside our school perimeter fencing (guide dogs are the exception). Finally, cycles, scooters, skateboards etc. must not be ridden inside our school’s perimeter fencing by grown-ups or children. Our school has a full ‘Health and Safety’ policy available on request from our Office.

EMERGENCY CLOSURE OF SCHOOL
On very rare occasions our school might have to close, either partially or completely. The most likely reason for this would be due to snow or problems associated with adverse weather. Any decision to close our school will be based first and foremost on the safety and welfare of our children and staff. Such decisions are taken with the upmost consideration for health and safety and the minimising of risk.

If a full or partial closure is necessary, we will do the following:

- Notify the Local Authority, who should add the information to their website (www.lincolnshire.gov.uk/schoolclosures);
- Send a message via the TXTRound text-messaging system;
- Notify our two local radio stations, BBC Radio Lincolnshire and Lincs FM, who will announce that we are closed (it should also appear on their websites);
- Post a notice outside our school (if it is safe for someone to do so).

These are the only means by which we will announce closure. Information regarding closure, either full or partial, will not be shared by the school on social media (e.g. Facebook). Any notifications shared using these platforms will be unofficial. Please note that we would not normally announce that we are open, only that we are closed. ‘No news’ means that we are open as usual.

COMPLAINTS PROCEDURE
Although we endeavour to ‘get it right first time’, sometimes issues do arise. We hope that any issues parents may have can be resolved by our school. Therefore, in the first instance, these should be made to the Headteacher. In most cases, issues can be dealt with at an informal level. However, in the unlikely event that a complaint cannot be addressed in this manner, please refer to our ‘Complaints’ policy, available on our website or from our Office.
APPENDICES

- ADMISSION POLICY
- ATTENDANCE POLICY
- KS1 SCHOOL AND NATIONAL RESULTS
- KS2 SCHOOL AND NATIONAL RESULTS
ADMISSION POLICY

St. Peter & St. Paul CE Primary School, Burgh-le-Marsh
“Striving for excellence together in a caring Christian community.”
RESPECT    COMPASSION    COURAGE

Responsibility: Governing Body

Approved on: 02/03/18

Signed: (Chair of Governors)

To be reviewed: Annually in September (or earlier if legislation/Local Authority guidance changes).

Last reviewed: 

The St. Peter and St. Paul CE Primary School was founded to provide education for children of the parish. It is a school for the whole community seeking to offer a Christian based education to all children, grounded in the Diocesan vision of "excellence, exploration and encouragement within the love of God". We value the involvement of all parents in supporting the school's Christian ethos. As a Church of England school, we hold regular Christian collective worship and festivals, both in school and in Church.

Arrangements for applications for places in Reception will be made in accordance with Lincolnshire County Council’s co-ordinated admissions arrangements. Residents in Lincolnshire can apply online via www.lincolnshire.gov.uk/schooladmissions by telephone or by requesting a paper application. The St. Peter and St. Paul CE Primary School uses the Lincolnshire County Council’s timetable published online for these applications and the relevant Local Authority will make the offers on their behalf as requested by the School Admissions Code.

In accordance with legislation the allocation of places for children with the following will take place first; Statement of Special Educational Needs (Education Act 1996) or Education, Health and Care Plan (Children and Families Act 2014) where the school is named. Remaining places are then allocated in accordance with this policy.

At the St. Peter and St. Paul CE Primary School we provide for the admission of children in the September following their fourth birthday.

Where a child has been offered a place:

- That child is entitled to a full-time place in the September following their fourth birthday;
- The child’s parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made, whichever is the sooner;
- Where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.
ADMISSION POLICY

- Parents interested in deferring admission or arranging part-time attendance must contact the school to discuss this.
- Parents of summer born children deferring admission until the child starts Year 1 risk losing the offered school place.

The Published Admission Number (PAN) for the school is 30 children. For entry into Reception in September places are allocated to parents who make an application before considering any parent who has not made one. Attending a nursery or a pre-school does not give any priority within the oversubscription criteria for a place in a school. Parents must make a separate application for the transfer from nursery to the school.

The oversubscription criteria (where applications for admissions exceeds the number of places available) are listed in the order we apply them.

Definitions of terms indicated by numbers are given separately below.

A. Looked after children and all previously looked after children (1).
B. A brother or sister (sibling) attending the school at the time of application, or who will be attending the school at the expected time of admission.
C. Where The St. Peter and St Paul CE Primary School is the nearest school measured by straight line distance (3).
D. Increasing order of straight line distance (4).

If the distance criterion is not sufficient to distinguish between two or more applicants for the last remaining place then a lottery will be drawn by an independent person, not employed by the school or working in the Local Authority Children's Service Directorate.

The intended overall effect of the proposed oversubscription criteria is to maximise the likelihood that local children will gain places at their local school in an oversubscribed year; it is not possible to guarantee this however.

**Explanation of terms**

1. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2. Brother or sister attending the school at the time of application, or who will be attending the school at the expected time of admission. In all cases both children must live at the same address. We include in this criterion:
   - a brother or sister who shares the same biological parents
ADMISSION POLICY

- a half-brother, half-sister, step-brother or step-sister
- a legally adopted child, a child legally adopted by a biological or stepparent

Twins and other siblings from a multiple birth
In these cases, all the children will be considered together as one application. If one or more can be admitted within the published admission number the school will be allowed to go above its admission number as necessary to admit all the children, unless this would make the class too large. The government’s school admissions code makes an exception to the infant class limit in this situation.

Brothers and sisters in the same year group
Where there is only one place available in the school the children will be considered together as one application. The school will be allowed to go above its admission number as necessary to admit all the children except in cases where infant class regulations prevent this from happening. If this happens we can only legally offer one place because the government’s school admissions code makes no exception to the infant class size limit for siblings in the same year group. We will offer the parent one place for one child and a different school for the other child or children.

(3) The nearest school is found by measuring the straight line distance from the child’s home address to all schools admitting children in the relevant year group. Measurements are calculated electronically from the Post Office address point of the home to the Post Office address point of the school. We measure distance to three decimal places, e.g. 1.256 miles.

(4) Measurements are calculated electronically from the Post Office address point of the child’s home address to the Post Office address point of the school by straight line distance. We measure distance to three decimal places, e.g. 1.256 miles.

We use the distance calculated in this way to apply the final oversubscription criterion.

Home Address
By home we mean the address where the child lives for the majority of term time with a parent as defined in section 576 of the Education Act 1996 who has parental responsibility for the child as defined in the Children Act 1989.

Where a child lives normally during the school week with more than one parent at different addresses, the home address for the purposes of school admissions will be the one where the child spends the majority of term time. If a parent can show that their child spends an equal amount of time at both addresses during school term time, they can choose which address to use on the application.

If a parent has more than one home, we will take as the home address the address where the parent and child normally live for the majority of the school term time.

We do not take into an account an intention to move.

Reserve List
For admission into Reception the governors will keep a waiting list which we call a reserve list. If your child is refused a place at a school your child is automatically put on the reserve list, unless you
have been offered a higher preference school. This list is in the order of the oversubscription criteria, as required by the School Admissions Code. This means that names can move down the list if someone moves into the area and is higher placed on the oversubscription criteria. The governors do not take account of the time you have been on the list.

For intake years (Reception at our school) the list is kept by the School Admissions Team until the end of August each year. After this the School Admissions Code requires that schools keep the reserve list until the end of the autumn term. You should contact the school for information about the reserve list.

The St. Peter and St. Paul CE Primary School keeps a reserve list for all oversubscribed year groups. Unsuccessful applications for mid-year admissions will be added to the reserve list. We will clear the reserve lists at the end of each school year. If you wish your child to remain on the list, you must let the school know. If your circumstances change you must let the school know so that they can rank the list accurately and allocate places in accordance with the oversubscription criteria to comply with the School Admissions Code. The governors do not take account of the time you have been on the list.

If a place becomes available, the school will use the reserve list in accordance with oversubscription criteria to inform parents of the place. Parents will then be given 7 days to decide whether or not they wish to accept the place before it is offered to the next name on the reserve list in accordance with oversubscription criteria.

**Appeals**
The procedures for appeals relating to admissions will be in accordance with all relevant legislation. They are independent and organised by the County Council Legal Services Section and entirely separate from the admission system. The decision of the independent appeal panel is binding on all parties.

**Midyear Admissions**
The governors will accept admissions into other year groups if there are places, unless this would cause an infant class to be unlawfully large or prejudice to the provision of efficient education or the efficient use of resources. If there are more applications than places, then the oversubscription criteria will be used to decide who should be offered the place. If there are no places, then you will be told of the independent appeal system. Parents can apply online at [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions)

**Fair Access**
Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced children who live in the home local authority, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admissions number to schools that are already full.

**Children of UK Service Personnel (UK Armed Forces)**
In order to meet the government’s military covenant aimed at helping UK service personnel, and Crown Servants returning from abroad we have adopted the following arrangements.
ADMISSION POLICY

For families of service personnel with a confirmed posting to the area, or crown servants returning to live in the area from overseas, the Governors will:

- Process an application in advance of the family arriving in the area provided the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address. This address will be used when considering the application against the school’s oversubscription criteria.
- Accept a Unit postal address or quartering area address for admissions purposes for a service child.

The Governors will not refuse a service child a place because the family does not currently live in the area.

For late co-ordinated applications and midyear applications supported by the appropriate military documentation we will aim to remove any disadvantage to UK service personnel (UK Armed Forces).

The school’s Governors will consider whether:

- An application from that address would normally succeed in an oversubscribed year.
- There is any child on the reserve list with higher priority under the oversubscription criteria. This is because we must only allocate places based on the criteria and must not admit a Services child ahead of another child with higher priority under the criteria.
- The prejudice from admitting an extra child would be excessive.

The Governors have discretion to admit above the admission number in these circumstances if they wish, but are not obliged to do so.

We will need the notice of posting or official government letter and posting address before we can consider an application under these arrangements. We allocate a school as soon as possible by applying the policies and practices that we normally follow.

Admission of Children outside their Normal Age Group

Parents may seek a place for their child outside their normal age group, for example if the child is gifted and talented, or has experienced problems such as ill health. Parents wishing to make these requests must contact their home local authority for guidance on the procedure to follow.

It is important for parents to note that they will have the opportunity and responsibility to provide whatever evidence they wish to support their request.

Decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned.

This will include taking account of:

- the parent’s views;
- any available information about the child’s academic, social and emotional development;
- where relevant, the child’s medical history and the views of a medical professional;
- whether the child has previously been educated out of their normal age group;
ADMISSION POLICY

- any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely
- the views of the head teacher

Fraudulent or Misleading Applications
The school and the Local Authority have the right to investigate any concerns we may have about your application and to withdraw the offer of a place if we consider there is evidence that you have made a fraudulent claim or provided misleading information, for example a false address was given which denied a place to a child with a stronger claim.

We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.
Attendance Policy

St. Peter and St. Paul C.E. Primary School, Burgh-le-Marsh.

“Striving for excellence together in a caring Christian community.”
School Core values – RESPET, COMPASSION, COURAGE

Attendance Policy

Introduction:

St Peter & St Paul CE Primary School is committed to providing a full and
efficient education for all pupils. The school aims to work together with parents
to ensure that all children registered at the school attend both regularly and
punctually. Therefore as a school we will do as much as we can to ensure that
all pupils achieve maximum possible attendance and that any problems
affecting attendance will be dealt with as quickly as possible.

In order for the attendance policy to be successful, every member of the staff
must make attendance a high priority and should convey to pupils the
importance and value of education.

Why regular attendance is so important:

Any absence affects the pattern of a child’s schooling and regular absence will
seriously affect their learning. Any pupil's absence disrupts teaching routines
so may affect the learning of other children in the same class.

Ensuring a child’s regular attendance at school is their parent and carers legal
responsibility and permitting absence from school without good reason creates
an offence in law and may result in a referral to Education Welfare and
possible prosecution.

EXPECTATIONS:

Pupils’ Responsibilities

- That they attend school regularly.
- That they will arrive on time and be appropriately prepared for the day.
- That they will tell a member of staff about any problem or reason that may
  prevent them from attending school.

Parents’ Responsibilities

- Parents have a legal duty to ensure that children of compulsory school age
  attend on a regular and full-time basis.
- Parents should ensure that if their child is to be absent from school for any
  unavoidable reason such as sickness they should contact the school as
  soon as possible, preferably on the first morning of absence. This may be
done by email, phone, by letter or in person.
- Parents may not authorise their child’s absence - only the school can do this
  on the basis of the explanation provided by the parents. (Should parents fail
to provide a satisfactory reason for their child's absence the school will
record such absence as unauthorised.)
- Parents should ensure that their child arrives at school in time for the start of
  registration (8.45 am). If a child arrives after 8.55am his/her parent should
  report directly to the school office.
- Parents should avoid booking family holidays during term-time.
Attendance Policy

- Parents must also ensure that they provide up to date contact details to school for maintaining contact.
- Provide school with any medical appointment letters ie. Hospital appointments, dentist etc.

**School Responsibilities**
- The school will record and monitor attendance in accordance both with the statutory requirements and with the principle that regular, uninterrupted attendance is vital to a child's educational progress.
- Registers will be called twice daily (at 8.45 and at 1.15). Registers will close at 8.55 and at 1.25. Any child arriving after the closing of the register will be recorded as 'late' for that session.
- Teachers will complete registers in accordance with the guidance contained in the staff handbook. The Administrator will inspect registers daily in order to ensure that these are being satisfactorily maintained and to ensure that any potential attendance difficulties are identified at an early stage.
- Should a class teacher have particular concerns about an individual child's attendance or punctuality it should be reported to the Administrator or Headteacher. (The class teacher may also wish to speak to the Headteacher.)
- Should a child be absent the class teacher will enter the appropriate code in the register. Should no explanation be received from the child's parent the class teacher / School office staff will endeavour to make contact with the parent. Should this prove impossible the class teacher will refer the matter to the Headteacher.
- All absence notes from parents should be stored in the register. Only notes concerning absences about which there are concerns/queries should be brought to the attention of the Headteacher (who may then choose to speak to the parents concerned).

**Attendance will be encouraged in the following ways:**

- Accurate completion of the registers at the beginning of each session and within 30 minutes of the start of the session.
- A certificate for 100% attendance for any one small school term; a ‘Gold’ Award, using the Lincolnshire County Council’s Certificate, for 100% attendance achieved throughout the year. (Attendance is 100% if there has been no absence)
- Establishing a mechanism for working with those parents who are concerned that their children may be experiencing difficulty in attending school.
- The efficient use of computerised registration systems can provide valuable, year group, class and pupil level attendance data which enables speedy analysis and timely responses by the school.
- Parents will be provided with bi-annual reports of their child’s attendance.
- Children’s attendance which is causing a concern may receive more regular reports and letters regarding their child’s attendance and may be invited to a meeting with the Attendance Panel.
Attendance Policy

When a pupil does not attend, the school needs will respond effectively:

- If a note or telephone call is not received from parents, the parents will be contacted on the by telephone or by letter.
- Where there is no response, a second letter will be sent after three days of unexplained absence, or the Education Welfare Consultant where the Service is already involved.
- Where non-attendance continues, the case will be discussed with the Education Welfare Consultant for the school and further action planned.
- If non-attendance continues to cause concern the parents will be invited by to attend a meeting in school. This meeting will include the appropriate staff, and parent and will aim to identify and solve the problems that are preventing the pupil from attending school.

Responding to non attendance

- Burgh St Peter & St Paul CE Primary School categorizes attendance using a traffic light system. Green = 100% to 96%, Amber = 95 to 86% and Red = 85% and below.
- All children with Amber or Red attendance will be considered for a School Attendance Panel meeting. The Panel will consist of: Head Teacher, Educational Welfare Consultant, Governor with responsibility for attendance. (In some cases it may be appropriate to invite the School Nurse). The meetings will be supportive but formal, parents and child will be invited to attend, reasons for absence discussed and an Action Plan formulated to support the parents and child to improve with school attendance.
- All Persistent Absence pupils will be tracked using the ‘Absence Analysis Report’ (Integris) to monitor progress or otherwise. Persistent Absence is below 90% attendance over a 6 week period.
- Family holidays should be taken during the official school vacation time.
- From September 2013 Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.
- Unexplained absences or absence without approval will be considered ‘unauthorised’ and will be recorded as such in the official class register. Unauthorised absences will be considered by the Head Teacher for referral to the Educational Welfare Consultant where no improvement is being made.

Authorised or Unauthorised Absence:

Authorised absence is where the school has either given approval in advance for a pupil to be away or has accepted an explanation offered afterwards as a satisfactory reason for absence.

All other absences must be regarded as Unauthorised.
Attendance Policy

The following may be reasons for authorising absences:
• Illness
• Family bereavement
• Family holiday (up to one week) but see notes below.
• Medical and dental appointments where proof is available.
• Days of religious observance.
• Fixed term exclusion.
• Permanent exclusion until removed from roll or re-instated.

Leave of absence / Family Holidays:

There is no automatic entitlement in law to time off in school time.

Parents should not take pupils on holiday during the school term. Recent amendments to the 2006 regulations have been approved by the government and the Department for Education and will be enforced from September 2013. School’s can no longer authorize any leave of absence during term time unless there are exceptional circumstances. Any parent who considers requesting leave of absence for a child must arrange to meet with the Headteacher where each case will be considered on a case by case basis.

The Use of Penalty Warnings and Penalty Notices for Unauthorised Holidays in Term Time

The Educational Welfare Consultant will work with Head Teachers to agree the most appropriate course of action for each individual case.

Resolving Disagreements

Where there is a lack of agreement between the school and the LA as to the appropriateness of issuing a penalty warning letter or a penalty notice, the matter will be referred to the County Legal Proceedings Panel whose decision shall be final.

Approved Educational Activity

Where pupils are away from school but are undertaking an approved educational activity, this should be marked in the usual way but are counted as present for calculating data for the DFE absence return.

Absences should not be authorised under the following circumstances:
• Shopping trips.
• Leave of absence in term time where the permission of the for “exceptional circumstances” has not been given.
Attendance Policy

- Minding the house or looking after siblings.
- Lateness if registration is missed without explanation.
- Medical appointments that cannot be verified.
- No reason given.
- School staff have cause to believe that the note is not genuine or not valid.

Unusual circumstances may arise that lead to the pupil being absent from school. It is for the Head Teacher to decide whether the explanation offered is reasonable. In such situations the individual circumstances, previous attendance pattern and frequency of such incidents should be considered. Further advice is available in DfES Circular No. 10/99.

Lateness:

We actively discourage late arrival by challenging young people who are persistently late or arrive late without reasonable explanation. In the event of bad weather this period can be extended. Where a pupil arrives during the period when the register is open they may be marked present. Where a pupil arrives after register closure without good reason, they should be marked with an unauthorised absence in red and the letter L in blue or black to indicate that they are on site.

Working with other agencies

The headteacher will regularly collect attendance data and will use this data during meetings with the school’s Education Welfare Consultant. These meetings will agree on attendance thresholds and targets and will identify respective tasks and follow-up actions for both the school and the Education Welfare Consultant.

- Liaison with identified school staff
- Where a referral is accepted, undertake home visits, either pre-arranged or without notice as considered necessary.
- Through group work with identified groups of pupils.
- Where necessary instigate legal proceedings on behalf of the LA including parental prosecutions in the Magistrates’ Court and applying for Education Supervision Orders through the Family Court.
- Plan and review casework.
- Provide feedback to schools.
- Offer strategic/policy advice and support in relation to matters of attendance.
- Support schools in the establishment and management of school attendance panels.
- Support schools in the use of penalty notices and parenting contracts within the provisions of the Anti-social Behaviour Act 2003

Poor school attendance may be a symptom of a wide range of institutional, community, family or individual circumstances. Many of these circumstances will demand expert support beyond the remit of the school or the Educational
Attendance Policy

Welfare Consultant. It is therefore vital that strong partnerships are established with all agencies that work with children and young people. The Educational Welfare Consultant may be able to help schools establish multi-agency meetings or may be able to advise on how schools can become involved in existing local arrangements.

The following list of Other Agencies/Providers is listed as an example and should not be seen as an exhaustive list of support services available:

- Educational Behavioural and Support Services.
- Educational Psychologists.
- Additional Needs Service.
- Social Care.
- Youth Service.
- Action for Young Carers.
- School Nurse.
- Local Police.

Removal from the school roll

There are strict guidelines on the circumstances under which a pupil may be removed from the school roll. These are detailed in Education (Pupil Registration) Regulations 1995 (as amended 1997) and the Schools Administration Handbook (section A2). Removal from the school roll under circumstances other than those detailed below is illegal.

- Where a school has been notified that the pupil has been registered as a pupil at another school.
- Where a pupil has ceased to attend the school and the parent(s) have satisfied the County Council that the pupil is receiving education otherwise than by attendance at school.
- Where the school has been notified by the School Medical Officer that the pupil is unlikely to be in a fit state to attend school before becoming legally exempt from the obligation to attend school.
- Where the pupil has been absent without reasonable cause for four academic weeks and the Head Teacher of the school has failed, after reasonable enquiry and consultation with the Education Welfare Service to obtain information on the cause of the absence.
- Where the Head Teacher has been notified that the pupil has died.
- Where a pupil in the nursery class has not transferred to a reception class at the school.
- Except in the case of a boarder, the pupil has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school.
- If a pupil has not returned to school within ten school days of the agreed return date after a family holiday in term time.
- Where a pupil will cease to be of compulsory schools age before the school next meets and has been notified an intention to discontinue in attendance.
Attendance Policy

- Where the pupil has been permanently excluded and this decision has been confirmed by the Pupil Discipline Committee.

Ensuring Pupil Information is up to date

The School will ensure, as far as possible, that the information they hold on pupils and parents is accurate and up to date. This will help to ensure that contact with families is productive and that referrals to other agencies can be actioned effectively. Principle 4 of the Data Protection Act 1998 states ‘Personal Data shall be accurate and, where necessary, kept up to date’.

Children Missing Education

The Department for Education recently announced from September 2016 there is a mandatory legal duty for all schools and Local Authorities to report children missing education (CME). The school follows the delegated protocol from the Local Authority.

Data Protection Act

The Data Protection Act places obligations on all agencies that process, store and information on any individual. It is important to have full regard for the requirements of the Act. Each school has a Data Protection Notification which details the circumstances under which data is managed. Nothing in the legislation prevents a school sharing information with the police or social services where it is believed that a child or young person under the age of 18 is at risk of harm or is in need of safeguarding. (For further information refer to the school’s Data Protection Policy)

This policy was approved at the Governors’ Meeting held on

Signed: ___________________________ Chair of Governors

Date: 15/01/17

“Striving for excellence together in a caring Christian community.”
END OF KS1 SCHOOL RESULTS

These tables show the percentage of pupils and their attainment in the Key Stage 1 Teacher Assessments in 2017 at a national level and for 2018 at a school level.

The number of pupils at the end of key stage 1 in 2018: 30

<table>
<thead>
<tr>
<th></th>
<th>National Results (%)</th>
<th>Your School’s Results (%)</th>
<th>Difference in Percentage Points (+ or -)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working at the expected standard in English reading</td>
<td>75</td>
<td>90</td>
<td>15</td>
</tr>
<tr>
<td>Working at the expected standard in English writing</td>
<td>09</td>
<td>67</td>
<td>18</td>
</tr>
<tr>
<td>Working at the expected standard in mathematics</td>
<td>76</td>
<td>83</td>
<td>7</td>
</tr>
<tr>
<td>Working at the expected standard in science</td>
<td>83</td>
<td>87</td>
<td>4</td>
</tr>
<tr>
<td>Working at greater depth in English reading</td>
<td>25</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>Working at greater depth in English writing</td>
<td>10</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Working at greater depth in mathematics</td>
<td>21</td>
<td>37</td>
<td>16</td>
</tr>
</tbody>
</table>

Report is based on provisional data published on 26th October 2017 (SFR49/2017)
**END OF KS2 SCHOOL RESULTS**

These tables show the percentage of pupils and their attainment in the Key Stage 2 Tests and Teacher Assessments in 2017 at a national level and for 2018 at a school level. The number of pupils at the end of key stage 2 in 2018: 39

<table>
<thead>
<tr>
<th>Achieving the expected standard and above in English reading</th>
<th>National Results (%)</th>
<th>Your School's Results (%)</th>
<th>Difference in Percentage Points (+ or -)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving the expected standard and above in English writing (TA)</td>
<td>77</td>
<td>80</td>
<td>3</td>
</tr>
<tr>
<td>Achieving the expected standard and above in mathematics</td>
<td>70</td>
<td>70</td>
<td>-5</td>
</tr>
<tr>
<td>Achieving the expected standard in English reading, English writing (TA) and mathematics</td>
<td>61</td>
<td>63</td>
<td>2</td>
</tr>
<tr>
<td>Achieving the expected standard and above in grammar, punctuation and spelling</td>
<td>77</td>
<td>73</td>
<td>-4</td>
</tr>
<tr>
<td>Achieving a higher standard in English reading</td>
<td>25</td>
<td>37</td>
<td>12</td>
</tr>
<tr>
<td>Achieving a higher standard in English writing (TA)</td>
<td>18</td>
<td>10</td>
<td>-8</td>
</tr>
<tr>
<td>Achieving a higher standard in mathematics</td>
<td>23</td>
<td>17</td>
<td>-6</td>
</tr>
<tr>
<td>Achieving a higher standard in English reading, English writing (TA) and mathematics</td>
<td>9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Achieving a higher standard in grammar, punctuation and spelling</td>
<td>31</td>
<td>37</td>
<td>6</td>
</tr>
</tbody>
</table>

Report is based on provisional data published on 31st August 2017 (SFR43/2017)