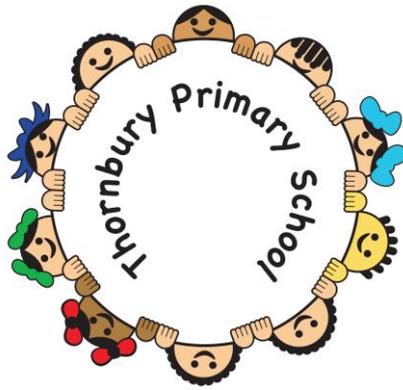
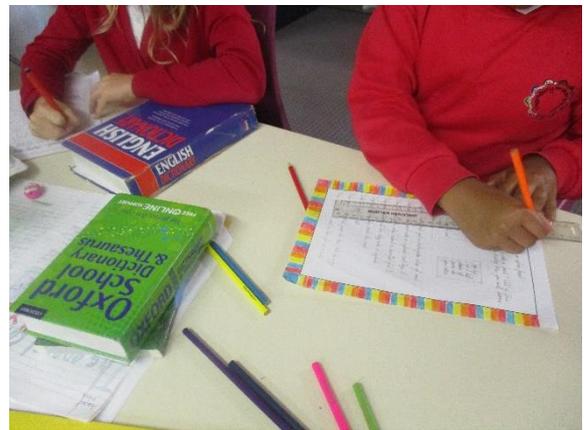


# Thornbury Primary School



Exploring



Being Resilient



Active Learning



Working Together

## HEADTEACHER

Mrs C Hardisty  
Thornbury Primary School  
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Plymouth  
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Web Page: [www.thornburyprimaryschool.co.uk](http://www.thornburyprimaryschool.co.uk)  
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Director for People - Carole Burgoyne  
Assist. Director - Education, Learning & Family Support -  
Judith Harwood  
Plymouth City Council  
Plymouth  
PL1 2AA  
Tel: 01752 307465  
Fax: 01752 607403  
e-mail: [childrens.services@plymouth.gov.uk](mailto:childrens.services@plymouth.gov.uk)

## CHAIR OF GOVERNORS

Mrs Lynn Smith

## CLERK TO GOVERNORS

Mrs Lucy Hayes



Dear Parents and Carers

Welcome to Thornbury Primary School. As a parent of a child new to the school, we hope you will see our partnership grow together over time. We are privileged to have your child in our care. We believe that in working together, we give your child the best possible foundation to help them grow into happy, confident, independent adults of the future.

We hope you will support your child with homework, ask them about their learning and that you will come to parents' consultations and other school events. We will keep in regular communication through newsletters and meetings in which we discuss your child's progress. We know that if a parent takes an active interest in their child's education, the child is likely to do better at school, therefore we value the part you will play in this process.

***As we look to the future, we aim to develop your child as an effective learner, with skills to equip him or her for life:***

- We encourage our children to have self-confidence. We will endeavour to encourage and nurture your child's skills, and to work on their skills that are less strong. We hope you will support us in celebrating your child's achievements, and encouraging them to develop a wide range of skills.
- We expect pupils and adults to show respect for others. Good manners and courtesy never go out of fashion, and consequently we trust you will support us in matters of conduct and discipline: we aim to demonstrate to children how to behave by being positive role models, and by fostering a secure climate of warmth and fairness.
- We encourage children and adults to see themselves as lifelong learners. We do this by providing a rich and exciting curriculum, as well as paying particular attention to basic skills. We foster a 'have a go' attitude, where children can realise that trying and sometimes failing can be a valuable learning experience. We hope you will ask your child about what they are learning, and help them to celebrate success and overcome difficulties.
- We aim to prepare children for the real world, whilst at the same time protecting their right to the very special time of childhood. We do this by linking the curriculum to real life wherever possible, making learning enjoyable, and by fostering a sense of responsibility for the self, others, our school, and the wider world. We work closely with other education providers in the area, and are able to draw on specialist help if required. We provide every opportunity for children to develop creativity, an enquiring mind, and the ability to solve problems. Your family provides us with an important link to the community, and we would be happy to hear if you have any special interests and talents that would benefit our pupils.

We do hope that if you have a concern, question or suggestion you will come and speak to us. If you have an urgent concern in the morning, please ask at the office to speak to myself or one of the School Leadership Team. Alternatively, teachers can often have a chat with you after school, or will try to arrange a meeting at a mutually convenient time.

Our staff work as a team to provide an all round education, in which your child is highly valued. We welcome the opportunity to work in partnership with you as you join our school family.

Yours sincerely,

*Claire Hardisty*

Mrs Claire Hardisty  
Headteacher



## AIMS OF THE SCHOOL

*These aims are underpinned by the Cooperative Values, and British Values (see school website)*

To help all children reach their full potential in all areas of development, praising genuine efforts and recognising that each child has different levels of achievement.

Provide a safe climate and practices, where pupil well-being is at the heart of all we do.

To help children to develop a lively and enquiring mind in a rich and stimulating atmosphere.

To provide a broad and balanced curriculum.

To continue to operate a policy of inclusion, making provision for children with differing needs.

To set clear targets for pupil achievement and monitor progress towards them.

To help children to be literate and numerate and able to discuss their thoughts and feelings, thereby increasing their conceptual development, ensuring readiness for Secondary school and ultimately the wider world.

To help children appreciate their environment, their place in it and their effect on it.

To help children appreciate the role of Science and Technology in their changing world.

To create a climate of a happy, welcoming learning community, where there is mutual respect, a sense of fairness and where we strive to be all we can be.

To develop an understanding of the world in which we live and to encourage children to examine moral and social values, and to make them aware of the needs and wishes of others, especially those less fortunate than themselves.

To develop children's cultural heritage, their creative talents and their spiritual and aesthetic values.

To encourage links between local Primary and Secondary Schools and continue to foster very good relationships between the School, the Parents, the Governors and the Community.

To promote high standards of staff development and thus encourage an education of quality for each child in our care.

We are committed to ensuring equality of education and opportunity for all stakeholders (pupils, staff, parents, carers, governors and any other people who provide for or use the school, or may wish to do so), regardless of their race, religion or belief, sex, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy or maternity, disability, age, social circumstances, or any other irrelevant distinction. We aim to develop a culture of inclusion and diversity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **ORGANISATION OF THE SCHOOL**

The school opened in 1978 for children aged 4-11. It has beautiful extensive grounds, used for Games, Environmental Studies and curriculum enrichment. It also has two halls - one fully equipped for PE and the other carpeted and resourced for Music, Dance and Drama.

In 2016 we became part of a Connect Academy Trust, with a group of local schools. This means that the leaders of the schools get together and share expertise and strategies for taking each school forward. Staff also get together to create new materials and moderate work.

For working purposes the school is divided into 3 departments: Infants (including Foundation, Years 1 and 2), Lower Juniors and Upper Juniors. Each Department has a Department Lead who is responsible for the day-to-day running of the Department and for ensuring the philosophy and practices are carried out with quality.

## **SAFEGUARDING and CHILD PROTECTION**

We take very seriously our responsibility for safeguarding and promoting the welfare of all the children and staff at our school. We follow the Local Authority guidance for Child Protection and Health and Safety. Risk assessments are carried out regularly. We are committed to all pupils remaining safe and free from harm and we endeavour to play a full and active part in the multi-agency response to child protection concerns.

### **Informing Principles**

- All children have an absolute right to a childhood free from abuse, neglect or exploitation.
- All children in whatever setting have an equal right to protection from abuse, neglect or exploitation.
- All teaching and non-teaching staff involved with children have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns.
- Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is on a Child Protection Plan, information about the child and his/her circumstances will only be shared on a 'need to know' basis.

**Further information is in our Child Protection Policy, which is available on the notice board in the office and in the Front Entrance Hall.**

### **Curriculum**

Work is planned on a yearly, termly, weekly basis to meet the needs of individual children, and we use a full range of teaching methods. The curriculum framework showing the National Curriculum Objectives and how we as a school deliver them are on the school website. This is supported in school by more detailed curriculum plans.

The curriculum at Thornbury is divided into manageable units. For identification and planning purposes it is divided into nine broad areas.

#### **English (also known as Literacy)**

- This is the umbrella of the curriculum, encompassing speaking and listening, reading and writing.
- Children are taught Literacy every day. This means that every day your child will be involved in a range of pre-planned tasks that will include daily reading, word and sentence skills, spelling, writing and analysis of text including looking at punctuation and grammar.

#### **Mathematics**

- Children carry out mathematical activities every day, these include computation, reasoning, problem solving, mental agility and thematic work.

- Science
  - This is made up of Physical science, Life Processes, Environmental Science and Health Education.
- Computing
  - Computing is a constantly developing area of the curriculum in line with Government initiatives. Children are taught specific skills and then encouraged to use them across the curriculum.
- The Arts
  - Drama, dance, music, art, design, literature and poetry are all studied.
- The Humanities
  - This encompasses history, geography, religious education and citizenship. This also includes establishing wider links with children across the globe, enhancing children's sense of responsibility and understanding for the care of the Earth and its people.
- PSHE
  - Personal, social and moral education are an important part of our Curriculum and includes Sex and Relationships education, taught in an age appropriate manner.
- Physical Education
  - Children cover a range of activities. All children during the year are taught PE, Games and Dance. We also offer swimming to Years 4, 5 and 6 at the Life Centre and use specialist coaches in a number of sports.
- MFL
  - Children across the school study a Modern Foreign Language (French)

Creativity and problem solving are woven into our teaching, experienced across the year through all curriculum areas and supported by the relevant National Curriculum programmes of study. Children also take part in enrichment activities as part of the school's curriculum including cookery, environmental studies, first aid and sewing. We encourage pupils to be resilient in their learning, to problem solve, to enjoy facing challenges and working together as a team.

## **RELIGIOUS EDUCATION**

RE is a statutory subject and children are taught RE lessons as well as attending acts of collective worship. It is open to parents to request that their child should be wholly or partly excused from either or both of these activities. Any such request should be made to the Headteacher. The school's Governing Body has adopted the Devon, Plymouth and Torbay agreed syllabus; the legal document for RE which local schools must follow. It is written by SACRE (Standing Advisory Council for RE), which is made up of representatives from a range of different faiths, the Church of England, a teaching group and the local authority.

**See Appendices for Governors' policy on Collective Worship**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

It is the policy of our school to welcome all children whose needs we are capable of managing. We have a particular sympathy with those children who have Special Educational Needs and Disability and provide appropriate individualised programmes which are arrived at after discussion with the child, the parent, the teacher and the Special Needs and Disability Co-ordinator. More detailed information can be found in the Inclusion policy statement in the appendices of this document. We can accommodate a wide range of Special Needs, from the less able to the more able and talented pupils, but physical disability requiring a wheel chair is a problem because our school is built on 3 levels and is unsuitable for ramps.

**See school website for Governors' policy on SEND & Inclusion**

## **GIFTED, ABLE AND TALENTED CHILDREN**

These children are identified and accommodated through a range of activities, inside and outside of school. Children are given additional challenges in lessons, and encouraged to achieve deep learning, able to confidently apply their learning, and to think out of the box; we do not push children through levels; we want them to have depth. Children with particular aptitude may get to take part in specific activities, including those at other schools.

## **LANGUAGE SUPPORT CENTRE**

The Local Authority Provision for KS2 children from across the city is based at our school, with the KS1 and Foundation Stage Provisions transitioning across to Thornbury, starting in September 2017. The children work mainly within mainstream classroom lessons alongside other children. Specific programmes for individuals are usually taught within the classroom, with some programmes delivered in a quiet space as needed, by the Specialist Teachers, speech and language therapists and through programmes of work delivered by Teaching Assistants.

## **RELATIONSHIPS and SEX EDUCATION**

In accordance with statutory requirement, the Governors have decided that Sex Education will be taught as part of Health Education. Children across the school will follow the programme of study agreed by parents and Governors. The objectives covered are shared with the parents of each year group. Programmes of study are delivered in a matter of fact way, within a context of moral values and positive relationships.

**See school website for Governors' policy statement on Relationships and Sex Education.**

## **PHYSICAL EDUCATION**

Games, Educational Gym and Dance are a compulsory part of the National Curriculum, in which all pupils are expected to participate unless medically unfit.

Each week pupils are taught a variety of games activities in mixed sex groups. For junior children the aim is to improve and develop skills needed to use in mini versions of recognised games e.g. rugby, football, netball, hockey, tennis. During sessions, pupils improve skills, work individually in groups and small teams. This includes playing competitively against each other. Development of team spirit and working co-operatively is encouraged.

Each week pupils also have lessons either in dance or educational gym.

Extra-curricular clubs provide ample opportunity for further development of skills and participation in competitive team games, athletic and cross-country competitions.

We also buy into the Plymouth Schools Sports Partnership, which brings additional opportunities and expertise.

## **PROGRESS REPORTS**

In the Autumn and Spring Terms there are Open Evenings for parents and each child to set and review English and Maths Targets, as well as academic and pastoral progress. Appointments can be made to discuss your child's work at any other time during the year, if you have any queries or concerns.

Reports on the children's progress are currently sent out near to the end of the Academic Year. School will arrange appointments for parents of those children who have not made enough progress. In addition, parents and children can request an Open Evening appointment.

## **PROFESSIONAL DEVELOPMENT**

The Staff of Thornbury Primary School meet for 1.5 hours each week for professional development training. This involves a range of curriculum and management issues. Staff either lead these meetings in their particular curriculum area or outside specialists are brought in. Two to three meetings per term are also spent assessing and moderating children's work.

Staff also have the opportunity to attend courses beyond the school, which enhances their professional development. From time to time staff are invited by the LA or other schools to share their expertise and thereby celebrate our school's success. We work in partnership with our partner schools to deliver shared training across the group of schools.

## **DISCIPLINE (See Behaviour Protocol at the end of this document)**

Good order is important in any school, as it means staff can do what they are best at, and children can then do the best they can! We create a positive learning environment, in which children can feel secure. This includes having clear and consistent boundaries. Children learn at a vast rate, and also make mistakes; this can include their behaviour choices, and is a vital and natural part of their learning. Consequently, we have a very matter of fact attitude to behaviour. If children behave badly, they are expected to own up, and accept that there will be a consequence. All around the school there are copies of the rainbow chart which shows children what behaviour is acceptable, and so on. We will not inform you of every minor misdemeanour. However, if there are ongoing concerns, or a serious incident, we will of course inform you. We are very lucky that parents are extremely supportive of our approach and reinforce this in the home.

## **BULLYING**

Children do fall out, and sometimes are unpleasant to each other; we do not class this as bullying. We identify bullying as one particular child or group of children consistently picking on another individual or repeatedly doing things which could cause offence. We also use the term bystander to indicate children who were part of the problem by being there. We take incidents of bullying very seriously and deal with them as quickly as possible.

**See No to Bullying Policy on the school website.**

## **CONCERNS**

We operate an open door policy, whereby day to day concerns can be immediately drawn to our attention and resolved. Resolving things informally should always be the first principle. The Head of Department, Deputy Head or Headteacher are always ready to hear, and hopefully resolve any concerns. Where a parent or other person has a complaint relating to the curricular responsibility of the Local Educational Authority or Governing Body, that complaint should initially be addressed to the Headteacher who will endeavour to resolve the issue. Copies of the arrangements for the consideration of complaints are available at the school. We do not expect parents to make negative comments about the school on Facebook or other social media as this undermines a relationship of trust and could be construed as bullying or harassment. (Please see appendix)

**See school website for Complaints Procedure**

## **GENERAL INFORMATION for PARENTS**

- There is a parent notice boards on both the top and bottom playgrounds where information, sent to school, applicable to Parents is displayed.
- The Headteacher writes monthly with relevant dates and other items of information and reminders.
- The newsletter is posted on the [www.thornburyprimaryschool.co.uk](http://www.thornburyprimaryschool.co.uk) web-site.
- This website is also used to post any urgent message for example in the event of heavy snow. ([www.thornburyprimaryschool.co.uk](http://www.thornburyprimaryschool.co.uk) > Latest News > Emergency Information, or you can go direct to <http://www.thornburyemergency.moonfruit.com> )
- New parents are always welcome to come and view the school. This will cover much of the basic information needed before starting school.
- The front office is a good point of contact, as are the Teaching Assistants 'on the doors' each morning.
- School Website addresses: [www.thornburyprimaryschool.co.uk](http://www.thornburyprimaryschool.co.uk)
- A Text messaging service is used for all sorts of messages and to attach links to letters and trip information.

## Dates for Academic Year 2017-2018

*During SATs period in May/June 2018, NO HOLIDAYS will be authorised for pupils.*

Tues 5<sup>th</sup> September                      First day of term for children  
Fri 20<sup>th</sup> October                              Last day of term

*Monday 23<sup>rd</sup> October - Monday 30<sup>th</sup> October - School Closed*

Tues 31<sup>st</sup> October                          Children return to school  
Tues 19<sup>th</sup> December                        Last day of term

*Wednesday 20<sup>th</sup> December - Wednesday 3<sup>rd</sup> January - School Closed*

Thurs 4<sup>th</sup> Jan 2018                        Children return to school  
Fri 9<sup>th</sup> February                              Last day of term

*Monday 12<sup>th</sup> February - Friday 16<sup>th</sup> February - School Closed*

Mon 19<sup>th</sup> February                        Children return to school  
Thurs 29<sup>th</sup> March                            Last day for children

*Friday 30<sup>th</sup> March - Friday 13<sup>th</sup> April - School Closed*

Mon 16<sup>th</sup> April                              Children return to school  
Month of May                                KS1 Assessment period  
Mon 7<sup>th</sup> May                                 Bank Holiday - school closed  
Mon 14<sup>th</sup> May                                KS2 test week  
Fri 25<sup>th</sup> May                                 Last day of term

*Monday 28<sup>th</sup> May - Friday 1<sup>st</sup> June - School Closed*

Mon 4<sup>th</sup> June                                Children return to school  
Week 4<sup>th</sup> June                              KS2 Science Sampling period for selected schools  
Week of 11<sup>th</sup> June                        KS2 Science Sampling period for selected schools  
Mon 11<sup>th</sup> June                              Phonics Check week  
Fri 20<sup>th</sup> July                                 Last day of term

**THE FOLLOWING INFORMATION HOPEFULLY COVERS EVERYTHING ELSE MOST PARENTS WANT TO KNOW ABOUT THE SCHOOL**

**1a. UNIFORM for Foundation**

Due to the nature of the curriculum and the indoor and outdoor adventurous play we would prefer your child to wear black or grey jogging bottoms, traditional school trousers or jersey trousers, white polo shirt and red sweatshirt or fleece. We request that children wear black trainer style shoes, ideally with Velcro. In Summer, gingham culottes or grey shorts can be worn.

**1b. UNIFORM Years 1-6**

**Girls: Winter** - Grey skirt, pinafore dress or trousers, or long grey school shorts\* or culottes\*; red cardigan, sweatshirt or fleece; white shirt or polo shirt, red, grey or black tights.

*NB Leggings are not acceptable school uniform nor are black or 'fashion' trousers.*

**Summer** - Red Gingham dress/white polo shirt/ grey skirt/ red checked culottes\*/grey school shorts\*

**Boys: Winter** - Grey trousers, white shirt or polo, red 'V' necked jumper/red sweatshirt/ fleece

**Summer** - Grey shorts or trousers; white polo shirt.

*Sweatshirts, fleeces and PE kits can be purchased from school.*

**SHOES: Black 'school shoes'** NB: *No trainers, including branded footwear with logos, white soles etc.*

**Health & Safety:**

**MUST** have flat heels which do not taper.

**MUST** fit securely to the foot

No fashion shoes with high heels.

No heavy boots, or floppy fashion styles

No backless or open-toed sandals

**EARRINGS:** Up to one pair only of discreet studs, which the child can remove for themselves for PE. Watch.

**PE/GAMES KIT**

**Boys and Girls:** White shorts and plain red T-shirt (\*\*Y5/6 may wear black shorts)

*No football type shirts, please*

All children need a **change of footwear** for games. Plimsolls or trainers are acceptable.

As is appropriate, indoor PE is done in bare feet for safety reasons.

**BAD WEATHER KIT:** As we go out in all weathers, children need a track suit or an old school sweatshirt and joggers in the winter.

**\*\*OUTDOOR FOOTWEAR** such as old wellies would also be very useful, brought in in a named bag.

**1d. LOST PROPERTY**

Occasionally school uniform, especially parts of PE kits, go missing in school. Whilst we will endeavour to help your child find any lost property, the school cannot be held responsible for missing items of uniform. Please label every item of clothing.

**2a. JEWELLERY (Year 1 - 6)**

If your child has pierced ears please ensure that earrings are restricted to small, discreet studs. This is for safety reasons. Earrings worn during PE and Games can cause accidents. The only other jewellery pupils are allowed to wear is a watch. Although every measure will be taken to ensure the safety of these articles the school cannot take ultimate responsibility for any losses. **All jewellery** needs to be removed by your child during PE and Games Lessons - for safety reasons, and the child must be able to do this for themselves. Children with newly pierced ears will not be able to participate in PE or games until they are able to remove their earrings, with this in mind we would request that if parents / carers are considering

allowing their child to have their ears pierced, it be arranged at the start of the Summer holidays, so ears are well healed for the start of the new academic year.

**Fashion:** In keeping with the age of the children in school we do not allow make up, nail varnish or extreme hair styles; our aim is for children to look smart and be ready to learn.

**3a. ADMISSION ARRANGEMENTS FOR CHILDREN STARTING SCHOOL FOR THE FIRST TIME**

Parents are invited to school to meet each other and listen to a series of talks about our philosophy. All children just starting school make several visits to school prior to their admission. We admit children in line with Local Authority Policy. All the details can be found at <http://www.plymouth.gov.uk/primaryadmissions.htm> . Parents are requested to fill an Admission Form on line as soon as possible. If allocated a place, please inform the Local Authority if you move from the area before your child is due to start.

Our Planned Admission Number is 45 per year group.

**3b. ADMISSION ARRANGEMENTS FOR PUPILS OTHER THAN AT THE FOUNDATION STAGE**

All admissions are managed by the local authority. Please contact them on 01752 307166 and complete an online application form. Detailed information can be found at

<http://www.plymouth.gov.uk/homepage/education/schools/schooladmissions.htm> .

Should you be offered a place at Thornbury, make an appointment with the Headteacher. When your child starts school we have a 'buddy' system to help them settle in. If they are changing schools at the end of an academic year they are very welcome to attend our 'new class day'.

**4a. ATTENDANCE**

We have a responsibility to promote good attendance as this encourages good learning, and sets positive habits for life. (Good attendance is recognised as over 96%). If your child is away from school for any reason it is **essential** that you phone on the first day of absence explaining the absence, and then keep us informed if the illness is longer than a day or two. If we have not heard from you, we will aim to call you on the first day. If we do not hear from you, your child's absence shows as unauthorised and you may receive a visit from the Educational Welfare Officer.

**4b. HOLIDAYS IN TERM TIME**

We comply with the Local Authority Policy: No schools are able to authorise requests for absence relating to holidays in term time. This has been brought about by an amendment to the Education (Pupil Registration) (England) Regulations 2006. The amendments make clear that Head Teachers may not grant leave of absence during term time unless there are 'exceptional circumstances'. Unauthorised absences are likely to result in the instigation of parent responsibility measures which could be a penalty notice fine of £60 per parent per child, or possibly a fine of up to £2,500 and/or a term of imprisonment of up to 3 months depending on levels of absence.

There may be exceptions made for services families about to go on deployment, and for these and other requests, we reserve the right to request additional evidence e.g. letter from CO. Absence for long weekends away, bookings made by grandparents and other family or friends, for family events and for day trips will not be authorised. The school office holds a list of exceptional circumstances; these do NOT include cost, the only time off allocated from work etc.

**Assume that holidays in term time will not be authorised.  
Always check with the Headteacher before booking.**

#### 4c. Other Leave

Occasional other leave may be authorised if it fulfils educational principles, and cannot be booked at other times. This may include a ballet exam, or county/national sporting representation.

#### 4d. Punctuality

Children who arrive late to school, after the bell, and/or after the doors have closed into the departments - between 8.55 -9.05 are marked L in the register. A register is kept of children arriving late, with the reason given by the accompanying adult. Children arriving after the bell must be brought to the front entrance by a parent, and a reason will be asked for lateness.

Children arriving after 9.05 are classed as unauthorised late for a whole session. Punctuality is monitored every half term, and letters sent home if there is a persistent problem.

The car park should not be used for bringing children to school when late. Nor should children be dropped off unaccompanied in the car park.

According to the Local Authority protocol, 8 unauthorised lates or more could result in a penalty fine, this applies to late after registration and unauthorised absence.

Other than Y5 and 6, Children should **NOT** arrive at school before 8.45am unless with an adult, because there is **NO DIRECT SUPERVISION**. When children arrive at 8.45 they come straight into the school building and are encouraged to start work right away.

Children in Y5/6 who are allowed to walk to/from school alone, should not be arriving before 8.40, (and officially remain within parental responsibility). If any child is regularly behaving badly when coming to and from school alone, we reserve the right to insist that they are supervised by a family member or nominated adult before and after school.

### 5. SCHOOL TIMES

Morning:	8.55am to 12.15pm (Doors open at 8.45am)
Afternoon:	1.15pm to 3.00pm
Playtime:	10.30am to 10.45am
End of day:	3.00pm

Assembly takes place every day in a range of formats. Administration and registration takes place from 8.45 to 8.55.

Curriculum Time:	KS1 - 22 hours
	KS2 -22.4 hours

These times do not include collective worship, registration, break and lunch times.

### 6. HOME TIME

Children at KS1 are dispersed to the nominated adult at the cloakroom doors.

Junior children are dismissed on to the junior playground and are expected to know what their routine is; to go home alone, to meet a parent elsewhere, to wait for a parent, or to go to Sunshine Club.

#### **SCHOOL CAR PARK**

**Please DO NOT use the car parking for parking, unless for Breakfast Club before 8.25 or After School Club at the end of the day. Children are NOT ALLOWED in the staff car park unless leaving/arriving during the day for a medical appointment or for Club, and MUST be under the supervision of an adult. The pedestrian path should be used for pedestrians. In exceptional circumstances, arrangements to park can be made by phoning the School for permission.**

## 7. **BREAKTIME - HEALTHY EATING & PHYSICAL ACTIVITY**

It is school policy to have only **fruit and milk**. There is drinking water available at all times. Milk is sold via the Cool Milk website for all children. We take advantage of the Government fruit scheme, so Infants are given fruit each morning, whilst Junior children can bring a piece of fruit from home or buy a piece of fruit at school. During playtime children will have the opportunity to practice the skills they have learnt in their games lessons by having time to use a range of equipment for throwing and catching or improving their coordination skills.

## 8. **WATER BOTTLES**

We encourage children to bring a named water bottle in to school each day in order to have regular drink breaks throughout the school day. Each class has an area allocated for the storage of water bottles which the children can access freely.

## 9. **SCHOOL DINNERS**

These are prepared on the premises. Children may stay for the whole week or for odd days as required. The money is payable **a minimum of a week in advance (£10 minimum payment)** via a cashless system called ParentPay. You will be issued with a unique username and password in order to access this system once your child joins the school. School lunches are provided free of charge for all Infant children.

## 10. **PACKED LUNCHES**

These must be in a lunch box and please make sure the **drink fits in the box**. Water is always provided in each teaching base. Summer chill packs are recommended during the hot weather as there is no refrigerated storage available. In line with our Healthy Schools Award, we trust parents will support us in providing a healthy packed lunch. Fizzy drinks, sport type drinks and confectionary are not allowed. Please send in a spoon if your child needs one. We also send packed lunch rubbish home, so you can monitor what your child is eating (or not!).

## 11. **PROVISION FOR FREE SCHOOL MEALS**

There is provision by the Local Authority for free meals. Regardless of whether your child is in the Infant department or not, it is really important for us to know whether as a family you are financially allowed free school meals. This is because part of our school budget is allocated on these figures. Please tell the school office if you think you are eligible, even if you choose not for your child to have a school lunch.

If your circumstances are such that you require this service, application forms are available from the school. We would be really grateful if you would apply if you are eligible, because it also generates more money for the children's educational needs. If your forms have not been renewed you will need to pay via ParentPay, or provide a packed lunch. If you owe for school meals your child will be given a meal from the kitchen if there is a spare. If all meals have been allocated, your child will be given a sandwich and a drink for which you will be charged.

## 12. **EXTRA CURRICULAR CLUBS**

These are of a wide variety, run on a voluntary basis by members of staff and volunteers. Some of them take place at lunchtimes and some after school. As they are a voluntary activity, the staff running them determine the number they take and the age group the club is for. There is also a strictly adhered to protocol in relation to behaviour during Club session.

### **13. EDUCATIONAL VISITS**

Children go on school Educational visits and have visitors into school as part of their ongoing work. Information about these paid visits is always sent home and we usually ask parents for a voluntary contribution towards the cost. These visits, to a variety of places, are a valuable part of a child's education and we make every attempt to keep cost to a minimum. We endeavour to take the older children on a residential visit.

**See school website for Governors' policy on Charging**

### **14. CLASS ASSEMBLY**

We like to welcome all parents and friends to join us when we hold a class or year group assembly. This commences at 2.30pm on a Friday afternoon and usually lasts for about twenty minutes. At the beginning of the year the dates for each class or year group are published in the 'dates for the year', which is also posted on the school website.

### **15. STAFF/PARENT RELATIONSHIPS**

We are very keen to foster good relationships with the parents and welcome all offers of help and support. We host Coffee Mornings and very popular Open Mornings, when you are invited to book a place and join your child in participating in the classroom learning. Year 1 and 2 also run open reading every Friday at 8.45-9.15 called 'Story Makers'.

**(See Home School Communication information in appendices)**

### **16. SCHOOL EVENTS**

During the course of the year a number of different events take place. For example in the recent past activities include:

- All performed in a Christmas presentation including our youngest children in The Nativity
- Held Remembrance and Easter Services
- Harvest Service held and donations collected for the Plymouth Foodbank
- Taken part in a range of sporting events
- Enjoyed book week with poets, authors, illustrators
- Sent shoe boxes filled with gifts to deprived children across the world
- Held an Arts Week
- Run a whole school 'Mental Health' project
- Achieved Sports Gold Mark
- Achieved International Award
- Achieved Bronze Healthy Child Quality Mark
- School Grounds Day
- Science Week
- Integrated Arts Day

### **17. INSURANCE**

"Pupils/students are insured against injuries caused by building effects, etc. and accidents which occur as a result of negligence by a member of the Authority's teaching or non-teaching staff. Pupils/students attending the Authority's schools and colleges are not insured against personal injury or accident while on education premises or taking part in recognised activities outside the school/college."

### **18. POLICIES**

The Governors' policies on Charging & Remissions, Behaviour Management, Relationships & Sex can be found on the school website. The policy on Worship is given as an appendix at the back of this prospectus. Other curriculum documents and LA and Government Policies are available in school. The index to the school policy statement file is also in the Appendices.

## 19. THE SCHOOL GROUNDS

This is private property and not for public use. The Governors also intend to invoke the Local Authority Act (Miscellaneous Provision) Section 40, which allows us to call the Police to deal with anyone on our property whether they are committing acts of vandalism or not. I also draw your attention to the dangers of exercising your dogs in areas where children work and play. Dog excreta can cause **blindness**.

**There is no public right of way through the school grounds.**

I ask you to support me whole heartedly in my efforts to look after the buildings and grounds by making sure your children do not enter the school grounds, when the school is not in session.

## 20. SECURITY

All the classroom doors have been secured to only allow exit **from** the building. After the children have entered school the only access is through the main entrance, which has a door entry phone. Please press the office button to gain entry. This is not to be used by children arriving at the normal times. All people working on the site who are not part of the staff, have to sign in and out with the school office.

## 21. FAMILY INCOME SUPPORT

Please could you let us know your family income supplement number **even if you do not wish** to claim free school lunches. Each family receiving support can help to improve the School Budget just by submitting their name and this number to us, in a sealed envelope - this information is treated as highly confidential. It is also helpful if you can tell us if you receive jobseekers allowance because we can also use this information to try to improve our budget.

## 22. FAMILY TAX CREDITS

It is important that parents access their tax credits as this makes an incredible difference to centrally held statistics about the school. This can make a big difference to our school banding when calculating results.

## 23. SUNSHINE CLUB - Before and After School Clubs

Our aims are:

- a) To support working parents and carers by providing after school childcare from 8am - 8.45am & 3pm until 6.00pm
- b) To provide planned play activities
- c) To offer the children breakfast in the morning and a light snack at the end of the school day in a safe and friendly environment

Details of the Sunshine Club Policy can be viewed in school. If you are interested in a place for your child, please contact school on 01752 302600 so that we can send out an application pack, and inform you if there are currently places available.

## 24. FRIENDS OF THORNBURY

We have a group of volunteers, including school staff and parents, who make up our 'Friends of Thornbury'. They support the school in various ways, including helping to organise the Christmas and Summer Fayres, organising 'Movie Nights' for the children as well as supporting with children in school e.g. 1:1 reading.

## Thornbury Primary School - End of Year results

Early years Foundation Stage Profile									
Good Level of Development	2014			2015			2016		
	School	Plymouth	National	School	Plymouth	National	School	Plymouth	National
	70%	58%	60%	70%	63%	66%	80%	64%	69%

Year 1 Phonics Screening Check									
Phonics Meeting the Expected Standard	2014			2015			2016		
	School	Plymouth	National	School	Plymouth	National	School	Plymouth	National
	89%	74%	57%	91%	77%	77%	80%	80%	81%

Year 2 - End of KS1 Assessments									
Working at the Expected Standard	2014			2015			2016		
	School	Plymouth	National	School	Plymouth	National	School	Plymouth	National
	Reading	95%	87%	90%	95%	90%	90%	80%	71%
Writing	90%	84%	86%	95%	86%	88%	71%	62%	65%
Maths	98%	91%	92%	95%	92%	93%	71%	69%	73%

Year 6 - End of KS2 Assessments									
Working at the Expected Standard	2014			2015			2016		
	School	Plymouth	National	School	Plymouth	National	School	Plymouth	National
	Reading, writing & maths (combined)	88%	74%	79%	62%	77%	80%	53%	53%
Reading	100%	88%	89%	76%	88%	90%	70%	66%	66^
Writing	96%	81%	86%	80%	84%	87%	80%	73%	73%
Maths	92%	83%	86%	71%	86%	87%	68%	69%	70%
Spelling, punctuation and grammar	79%	73%	77%	60%	79%	81%	73%	71%	72%

Year 6 - End of KS2 Assessments (Progress Measure)									
	2016								
	School			Plymouth			National		
	Reading	-0.1			0.5			0	
Writing	0.4			0			-0.3		
Maths	0			0.3			-0.3		

## ABSENCE RETURN 2015/2016

In line with government regulations we show an analysis of the absence audit for the previous year.

Year	Attendance	Authorised Absences	Unauthorised Absences
2013/2014	96.89%	2.7%	0.4%
2014/2015	96.41%	3.16%	0.44%
2015/2016	96.69%	2.85%	0.46%

Numbers of pupils of compulsory school age on the roll for at least one session	310
Number of pupils with at least <b>one</b> authorised absence	292
Percentage of pupils with at least <b>one</b> authorised absence	94.2%
Number of pupils with at least <b>one</b> unauthorised absence	117
Percentage of pupils with at least <b>one</b> unauthorised absence	37.7%

We hope you have found the information in this prospectus helpful and if you have any queries please do not hesitate to contact us.

Although the information contained in this document was correct in relation to this particular school year, it should not be assumed that there will be no variations.

# School Governors

## Who are they?

They are a chosen body of people who are elected for a term of four years and they are there to provide strategic direction to the school, and to provide support for the management of the school. They are often described as 'Critical Friends'. There are parent, teacher/staff, community and political representatives (Local Authority) on a school board of Governors.

## Why do we need them?

It is a legal requirement that schools are required to have a board of Governors with balanced representation.

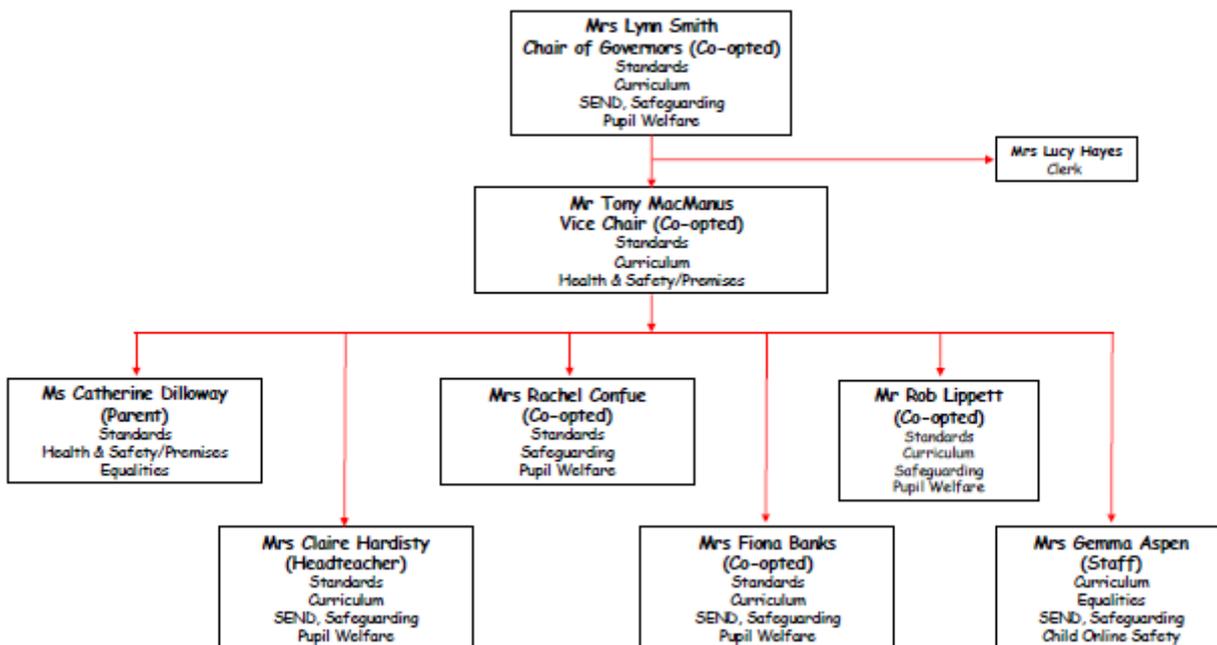
## What do they do?

They meet on a regular basis to discuss matters pertinent to the school in the light of the immediate area, local level, county level and also national interests. They are ultimately responsible for everything that takes place within the school.

## Can I approach them?

Yes. They will be only too happy to hear your comments about the school. They are not able to represent an individual parent's views. Should you have a concern they will direct you to the relevant school member of staff, as the Headteacher has responsibility for day to day matters.

### Thornbury Primary School Local Governing Body



The Governors have the oversight of Child Protection and safeguarding, the School Improvement Plan, and standards.

**FULL LIST OF POLICY STATEMENTS**

If you wish to see any of the school policies, please make an appointment with a member of the admin staff.

**GOVERNOR POLICY STATEMENTS**

- |                           |                                       |
|---------------------------|---------------------------------------|
| Behaviour Management      | Collective Worship                    |
| Relationships and Sex     | Charging and Remissions               |
| Finance                   | Allocating the Budgets                |
| Lettings                  | Equal Opportunities                   |
| Equality                  | Complaints Procedure                  |
| Freedom of Information    | Emergency Policy adopted from the LEA |
| Data Protection           | Social Media                          |
| ICT Acceptable Use Policy |                                       |

**POLICY STATEMENTS RELEVANT TO THE CURRICULUM**

English	Citizenship
Drama	Moral Education Learning and Teaching
Role Play	Multicultural Education
Maths	SEN Inclusion inc Equality, Race and Gender
Science	Gifted, Able and Talented
History	Assessment, Recording and Reporting
Geography	Marking
Design Technology	Foundation Stage
ICT and Acceptable usage	Home School Liaison
Art and Design	Parental Partnership
The Arts	Homework
Music	Children and Loss
PE	Child Protection
Health Education	Safeguarding
Personal and Social Education	Restraining children
Religious Education	

**POLICY STATEMENTS RELATING TO STAFF**

- |                                       |                        |
|---------------------------------------|------------------------|
| Staff Appointments                    | Performance Management |
| Pay Policy                            | Recruitment            |
| Disciplinary and Grievance Procedures | Redundancy Procedures  |
| Early Retirement                      | Whistleblowing         |

**OTHER POLICY STATEMENTS**

- |                           |                 |
|---------------------------|-----------------|
| First Aid/Medicine/Asthma | Fire Procedures |
| Security                  | Admissions      |

Many of these policies are published on the school website  
<http://www.thornburyprimaryschool.co.uk/policies.html>

## Collective Worship Policy

1. It is the practice at Thornbury Primary School to hold an Act of Worship every day.
2. Organisation
  - On Monday there is a whole school act of Collective Worship.
  - On most Fridays the whole school gathers together and classes take it in turn to present an Assembly to parents of that class as well as the school.
  - Each month there is usually a visiting speaker or minister. These are generally Christian in nature, however we also have a visiting speakers of other faiths
  - On the other three days the Junior and Infants meet separately.
3. Collective Worship is mainly of a Christian nature as laid down by the 1988 Education Act and includes a short period of reflection.
4. Opportunities are taken during the year to make children aware that there are other Beliefs and Values and we all have to live in a world where we learn to appreciate and tolerate each other's differences.
5. Children can be withdrawn from Collective Worship by their parents for various reasons **after** discussion with the Head. If this amounts to a large number of children, parents would be asked to supervise them during Assembly time.
6. Children of non-Christian beliefs may not only be withdrawn from Collective Worship but also from Religious Education lessons for instruction by their parents in their own beliefs.
7. Assemblies are used to promote positive values and to reward effort, achievement and attributes leading to a healthy and productive life.

## Communication with Parents and Carers

*NB: In this policy, the term 'Parents' includes carers and those with the parental role, such as Grandparents with Special Guardianship.*

### **Principles**

Parents are fundamental to the education and welfare of their children.

Parents who are actively involved in their child's education have the most positive outcomes.

Parents know their child well.

By working together we get to know the child in the most rounded way.

Parents play a key role in behaviour and discipline.

Where parents are apart, they both have a role to play in their child's education.

Although school and a parent may not agree all the time, a partnership of mutual respect and courtesy is vital.

### **Admission**

New families are invited to meet the Head Teacher and to view the School.

At this visit, the School's values will be shared with the family.

For children coming 'In Year', the previous school will be contacted for pertinent information, to ensure a smooth transition.

Parents are given a welcome pack, and complete various permission forms, including the Home/School Agreement.

The birth certificate is checked.

On the first few occasions, the new parent may bring their child to Reception, and will meet the class teacher, rather than using the usual doors.

New parents are given the school website details.

Parents are reminded that should they have any concerns, however small, they are very welcome to talk to any member of staff.

There is a programme of visits and meetings for New Foundation parents, including home visits.

### **General Communication**

A monthly newsletter is sent out. This includes:-

- Key upcoming dates
- Information about School Improvement
- Celebration of school activities such as fund raising
- A reminder that should a parent have a concern to speak to us straight away
- Reminders about School Policy such as attendance
- Health reminders such as norovirus

When the newsletter is sent out, it is posted on the website.

School website contains all the statutory policies and information.

It also holds the most recent newsletters.

The website has a link to 'Moonfruit' site which contains all our current urgent plans such as snow closure information. ([www.thornburyemergency.moonfruit.com](http://www.thornburyemergency.moonfruit.com))

Trip letters and other such post is sent via email to the resident parent.

School uses a text messaging service to contact parents, these messages are sent to the primary carer of the child.

Messages can be passed to the TAs 'on the doors' in the morning.

Teachers mingle with the parents at the end of the day.

Mrs Hardisty, or Mrs Banks, (Deputy Head) are usually available every morning in the office in case parents wish to talk.

## **Curriculum Communication**

Parents are made aware of the homework policy and expectations; they are also invited to comment or ask questions in the homework book, or ask should they require any explanations for example about the maths method being used.

Parents are able to attend parent/teacher/child consultations three times per year.

Parents are invited to workshops on particular issues related to School priorities e.g. phonics.

Parents are invited to attend Open House sessions, where they can see and join in everyday lessons.

Parents and families are invited to the class assemblies, where the class shares their learning.

There is a comprehensive report sent home in the summer term, which details current attainment, progress, and assessments against key objectives. It also gives next steps. There is a very comprehensive pastoral comment.

Parents are invited to comment on the reports on the reply slip.

Parents who do not request a parent meeting are still sent a suggested date and time; the onus being then on the parent to attend or re-arrange (autumn and spring).

The website contains the National Curriculum, and also how the School teaches this each year.

## **Concerns**

Staff 'on the doors' in the morning take brief notes if a parent brings something to them; these are passed onto the relevant staff member.

If we have concerns, we will speak to the parent as soon as possible; for class teachers this usually means at the end of the day, as they are focussed on the class in the mornings.

If a parent raises a concern, we will endeavour to investigate and address as soon as possible.

We ask that concerns are not posted on Social Media, but brought directly to the School.

## **SEN and Pupil Welfare**

Pupils on the SEN register have an IEP which is shared with the parent, and reviewed together.

Pupils are often referred for other services, in which case the parent will be fully involved in making the referral.

We often hold joint meetings such as triangular consultations with the Mental Health Service (CAMHS), parent and School

## **Apart Parents**

The School will ask the parent for the birth certificate; this will enable us to check whether all those with parental responsibility are named on the child's details.

The admitting parent has the responsibility to ensure that we have up to date information for the other parent.

If there is no court order or legal notification, we cannot prevent a parent with PR from coming to school or collecting their child. However, the caveat for this is that in Key Stage 1, staff will only allow a child to go with a known adult. This cannot be guaranteed in KS2, as many children walk home alone.

When the newsletter is sent out it is also posted on the website.

To those who we have knowledge of, a text is sent informing the parent that the website has been updated

Although many of our apart parents do come together for parents' evenings it is recognised that for some parents this is not possible. Therefore apart parents are welcome to request an additional parents' meeting, which will be arranged at a mutually convenient time.

The School's key events are published at the beginning of the academic year. This enables apart parents to see when these events are taking place. They are also welcome to ring up to request a place at these events such as sports day/ concerts. Annual reports are also sent to apart parents who have requested this.

## **Monitoring and Evaluation**

At School workshops, parents complete an evaluation.

Parents visiting Open Day also complete an evaluation.

Over a year, parents are invited to complete a parent questionnaire, ensuring a good coverage over the year.

The above are shared with Governors.

Accreditations usually involve parents giving views.

We seek views from parents at EHCP Annual Reviews.

There is a comment book in the Entrance Hall.

Parent Governors are regularly in the playground.

## Behaviour Protocol

	<b>Behaviour</b>	<b>School Actions</b>	<b>Consequences</b>
GREEN	Good listening Cooperating Being safe Trying hard Following instructions Making good choices	Praise Comment in exercise book Stickers Privileges Being chosen for responsible jobs	Well done! You are showing good behaviour. You can be proud of yourself. Praise Stickers House points Headteacher stickers White rose awards
YELLOW	Talking inappropriately Fiddling with equipment Distracting others Lack of cooperation	A Look/ gesture Reminder Name on board/ in book Move seats Sent to next door class Sent to bench	<b><i>Careful! You can prevent this from going further.</i></b> <b><i>You may end up:</i></b> Moving seats/ 5 minutes on the thinking chair to consider your actions Going to another class Losing some playtime Taking missed work home Sitting on the bench
ORANGE	Rudeness Damaging property Arguing with other children persistently Refusing to work Breaking playground rules Minor scraps Disrupting a lesson Not obeying staff first time	Move to partner class/ to another playground Sent to Head of Department	<b><i>THINK! You need to take action now!</i></b> <b><i>You may end up:</i></b> In a class in another base On another playground Losing playtime/ lunchtime Losing privileges such as representing school at sports events Writing out the school rules/letter of apology In Friday Detention (3 incidents/ MTA Book= detention) Your parents may be told
RED	Escalation of behaviour above Defiance to member of staff Behaving in a way dangerous to others or self Deliberate violence to another person Racist comments or behaviour Swearing Dishonesty	Sent to Mrs Banks Sent to Mrs Hardisty	<b><i>STOP!</i></b> <b><i>You may end up:</i></b> 3 Detentions = lunchtime seclusion 1 further detention = lunchtime exclusion Your parents written to/ being told Being on Report Repeated Red level incidents and you could be excluded from the base/ at lunchtimes or from school!