

# St James' CofE Primary School

Paringdon Road

Harlow

Essex

CM18 7RH

Telephone 01279 432459

[www.stjameschool.co.uk](http://www.stjameschool.co.uk)



Welcome to St James' C of E Primary School.

Thank you for the privilege of educating and caring for your child.  
We hope your child will spend a happy and rewarding time with us

\* \* \* \* \*



Diocese of Chelmsford Vine Schools Trust

<b>Head Teacher:</b>	<b>Mrs Gina Bailey</b>
<b>Chair of Governors</b>	<b>Mr David Ives</b>
<b>Number of pupils at September 2016</b>	<b>208</b>
<b>Published number of pupils intended to admit during the academic year 2016/2017:</b>	<b>30</b>

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**Staff List as of Sept 2016**

**Teaching Staff**

Head Teacher	Mrs Gina Bailey
Assistant Head Teacher KS2	Miss Sophie Richards
Assistant Head Teacher KS1	Mrs Casey Cox
Head of Inclusion/SENCO	Mrs Cate Phillips

Teachers	Mrs Lauren Alston
	Mrs Lucy Coote
	Mrs Casey Cox
	Mrs Michelle Dutton
	Miss Sarah Ryde
	Mrs Catherine Ward
	Mrs Lauren Ward
	Miss Rebecca Fletcher
	Mrs Hayley Fowlie-Burns
	Mrs Melanie Greig
	Miss Sophie Richards
	Miss Nkechi Osakwe

Learning Support Assistants	Miss Asha Waters
	Miss Keely Crossman
	Mrs Zoe Peters
	Mrs Amanda Pond
	Mrs Sue Bower
	Mr Josh Davies

Interventionists	Mrs Celina Walsham
	Mrs Kim Channell
	Mrs Julie Heath
	Miss Victoria McDonald
	Mrs Marie Chapman
	Mrs Dawn Bangert
	Mrs Wendy Donnan
	Lindsey Candler
	Rebecca Marsh
	Yasmin Oshin

St James' C of E Primary School Prospectus

Tamsin Pask  
Nikki Rencontre  
George Robinson

Regular Supply teachers

Mrs Sue Dobra  
Mrs Marion Hook

Finance and Personnel Officer

Mrs Jenny Pankhurst

Office Staff

Mrs Sharon Nelson (Office Manager)  
Miss Natalie Pardoe (Welfare)

Premises Manager

Mrs Karen Spencer  
Mr Peter Spencer

Cook  
Kitchen Assistant

Mrs Lynn Miller  
Mrs Louise Marlow

Midday Supervisors

Mrs Karen Spencer  
Mrs Zoe Peters

Breakfast Club

Lynn Miller  
Donna Holder

Cleaners

Patrick Darcy  
Vicky Hewitt

This prospectus is designed to give you a brief outline of daily life in our school. We hope you will find it useful and informative.

**CHILDREN LEARN WHAT THEY LIVE**

*If children live with criticism they learn to condemn*

*If children live with hostility they learn to fight*

*If children live with ridicule they learn to be shy*

*If children live with shame they learn to feel guilt*

*If children live with tolerance they learn to be patient*

*If children live with encouragement they learn confidence*

*If children live with praise they learn to appreciate*

*If children live with fairness they learn justice*

*If children live with security they learn to have faith*

*If children live with approval they learn to like themselves*

*If children live with acceptance and friendship they learn to find love in the world*

**Dear Parents/Carers**

**Welcome.** All who work as part of the team of St James' - Head teacher, Staff and Governors alike—hope and pray that, as well as finding our school a happy and supportive place to be, the love of God will be evident to all who enter within our walls. It is our hope that the Christian faith will be the foundation for the school and the equality of God's love will underpin all we do.

In the spirit of this, it is hoped that the children of this school will grow not only mentally and physically, but also socially and spiritually. We aim for each child to gain a true respect for themselves, each other and indeed the whole world, sharing a sense of wonder as we all do in the diversity and beauty that God has provided. We seek to educate each child as a whole, not thinking purely of their academic development, but also of their sense of awe, wonder and adventure.

St James' School has enjoyed its place within the "new town" of Harlow for many years and has an ethos quite unique within the town, drawing together children and adults from all areas of the town, united by their belief in God.

It is hoped that the atmosphere created in the school will be such that all who come, both children and adults, will do so because they want to—time spent at St James' is enjoyable.

If having read this prospectus you would like more information, please do contact the school – you will be warmly received.

**Mrs Gina Bailey**  
*Head Teacher*

## **Vision Statement and Motto**

St James' School is a positive, secure, enjoyable and challenging learning environment, based on Christian values, where high standards of teaching and learning ensure that every individual feels respected and valued, and strives to reach their full potential.

Our Christian Values

- Respect** - *we value everyone*  
**Responsibility** - *we take responsibility for our actions*  
**Community** - *we are all together*  
**Friendship** - *we all get on together*  
**Forgiveness** - *we give and receive forgiveness*  
**Courage** - *we have courage at all times*

We aim to fulfil this vision by:-

- Being a welcoming and challenging place.
- Delivering high standards of teaching, learning and relationships.
- Ensuring good facilities for teaching and learning.
- Striving to continually improve.
- Promoting high standards of behaviour.
- Encouraging everyone to be responsible and keen to learn by striving to attain high standards in all aspects of our lives.
- Developing confident and skilled children who are aware of their responsibilities as citizens.
- Treating each individual as a unique creation of God.
- Nourishing Christians in their faith, encouraging those of other faiths and challenging those of no faith.
- Having close ties with the community, in particular the Christian community.

**Our motto is:-**

**“Believe, Love, Learn—Together”**

## **The Aims of our School**

To provide a secure and caring environment in which the emotional, cultural, educational, physical, spiritual and social needs of each child can be met.

To promote a happy atmosphere in which children can develop to their fullest potential and in which their natural talents and gifts are recognised and nurtured.

To help children develop self-confidence and self-discipline and to have respect for themselves, their peers, their teachers and the wider community beyond the school.

***'The child is a worker and producer ... Each has a great and difficult task to perform: to produce from within themselves, an adult.'***

(Maria Montessori)

**'It takes a whole village to raise a child'**

(An Indian Saying)

\*Please see our latest OFSTED report (November 2014) which endorses the fulfilment of our vision.

## **An Introduction to our school**

Founded in 1972 to meet the need for a Church aided school in the parish of Great Parndon, the school occupies a modern single-story building, which is well maintained and decorated with excellent amenities.

We are thrilled that on the 27<sup>th</sup> November 2014 we were awarded “Good” by OFSTED.

In December 2015, we were recognised as being one of the top 100 top performing schools based on sustained improvement in attainment at level 4 or above in reading, writing and mathematics each year from 2012-2015.

This co-educational School offers accommodation for 210 children between the ages of 4—11 years and have an excellent team of experienced teaching staff. The School offers seven classrooms, a hall and a fully equipped kitchen that provides fresh food every day. It is situated adjacent to Maunds Wood, opposite Great Parndon nature reserve and has a large playing field around two sides and separate infant and junior play areas.

Sports teams from the school compete locally, regionally and nationally and in 2010 won the Harlow and Essex Sports Award. It also holds the Active Mark and well acclaimed Healthy Eating Award for the second time. The school is a member of The Harlow Education Consortium.

The school is committed to safeguarding and promoting the wellbeing and welfare of our children and staff, we aim to offer a safe and secure environment in warm family atmosphere.

## **Outside the school**

There are two playgrounds and additional paved areas around the school; there are grassy areas to the front and the rear of the building.

The school is extremely fortunate to have extensive grounds which incorporate two football pitches, several wooded areas, a wooden Activity Trail, a mature willow dome, and a separate EYFS outside area.

The recently developed Reception area now contains a canopy which allows a good proportion of the outside space to be used in all weathers and a variety of environments for the children to interact with.

The school grounds are pleasantly landscaped and all classrooms are accessed by pathways.

We have water fountains in both playgrounds and the reception outside areas for children to access.

## **School Administration**

### **Admission and Parents Visiting the School**

Our Admissions Policy is included at the end of this Prospectus.

### **New Reception Children**

Arrangements can be made to visit the school by appointment via the school office. A senior member of staff will be pleased to meet parents, to show them the school and provide further information. Please note that in order for parents/carers can get the most out of these visits, babies and pre-school children are not allowed.

Parents of children entering the school for the first time are invited to bring their children for a visit during the term prior to admission. These visits provide an opportunity for parents and children to see the school, to meet their teacher and to spend some time in the classroom.

At the induction workshops, the Head Teacher and the Class Teacher will be happy to explain teaching methods, classroom and school routines and to discuss any concerns parents might have about their children starting school.

### **New Children entering Year 1 to Year 6**

Arrangements can be made to visit the school by appointment via the school office. A senior member of staff will be pleased to meet parents, to show them the school and provide further information. Please note that in order for parents/carers can get the most out of these visits, babies and pre-school children are not allowed.

All parents of children starting at St James' Primary School, will be required to have a meeting with the Head Teacher, before their child starts. This meeting is an excellent opportunity to discuss the individual needs of your child, and find out more about our school. All new children will begin on a staggered start, often this will be several short mornings before starting full time.

This allows children to settle into school without being overwhelmed by their new environment. From time to time, staggered starts may continue for some time if a child finds it difficult to adjust to their new situation. Cases will be assessed and discussed with parents on an individual basis.

### **Parental Responsibility**

It is very important that the school is aware of whether both parents have parental responsibility for a child.

We will take details relating to this when children are admitted to school. It is then the parents/carers responsibility to keep the school informed as to any changes in this regard. A mother automatically has parental responsibility for her child from birth - a father does not.

It varies for a father depending on where in the UK you live, but in England and Wales it is as follows:

A father has parental responsibility if:

- The parents are married when the child is born, or if they have jointly adopted a child
- If the birth is jointly registered
- If the parents have drawn up a parental responsibility agreement
- If there is a parental responsibility order, made by a court

Parents do not lose parental responsibility if they divorce.

More information is available on the internet about parental responsibility.



## **Attendance and related matters**

If your child is absent from school, please let us know the reason by telephone before 9.20am, otherwise your child will be recorded as an 'Unauthorised Absence'. Please contact the school on their first day of absence.

### **First Day Contact**

If we have not had a message from you about your child's absence by 9.20am, we will try to contact you to make sure that you are aware of your child's absence and that your child is safe.

Please send written details of all medical and dental appointments occurring during the school day and advise us if your child requires a school lunch on that day. There are forms available from the school office.

### **Attendance**

In order to maximise your child's learning potential, we need as near to 100% attendance as possible. We need your support in this matter.

Any attendance issues will be picked up by the Education Welfare Officer connected to the school.

### **Contact Details**

#### **Please keep all contact details up to date.**

Please ensure you complete an emergency contact card.

We may need to call you in an emergency. These include:

- Home address/phone number
- Parental mobile numbers
- Work telephone numbers
- All other contact telephone numbers

Please do not forget to tell us if they change!

### **Working Parents**

Many of us are working parents. It is essential for all working parents to have back up childcare in place for pupil illness and emergencies. Please let the school know details of all contacts for your child.

## School Sessions

**Reception** Morning Session: 8:55am to 12:00 noon  
Afternoon Session: 1:15pm to 3:25pm

## Key Stage 1

Morning Session: 8:55am to 12:15 noon  
Afternoon Session: 1:15pm to 3:25pm

## Key Stage 2

Morning Session: 8:55am to 12:15 noon  
Afternoon Session: 1:15pm to 3:30pm

**Teaching hours per week: 24 hours 35 minutes (Key Stage 2)**

## Morning Access

In order for morning session to start promptly, children should arrive in school at 8:45am ready to begin learning at 8:55am.

Reception and KS1 parents bring their children straight to the classrooms, via the playground where children will settle in and take part in teacher led activities. KS2 should be dropped off at the gate and will make their way to the classroom independently.

## End of the Day Collections

**Parents may come into the playground to collect their child.**

Parents have busy lives and sometimes you may not be able to collect your child from school yourself. Collections after school can sometimes be a regular arrangement with someone or a one off.

If your child is in Year 5 or 6, you may make the decision that they are mature and responsible enough, to make their own way home.

In order to ensure that your child is handed over by the class teacher safely to the correct person, or to allow your child to be released to walk home by themselves you will need to do the following:

### **One offs:**

Ring the office to let them know that your child is being collected by a different person. The office will need to know

- **the name of your child,**
- **the year group**
- **and the name of the person who will be collecting them**

They will then inform your child's class teacher to ensure a safe handover.

**Regular collections by family members or friends:**

Please complete the End of School Collection Form (available from the Office) with the names (other than mother or father) of family or friends who you give permission to collect your child on a regular basis.

Please note that if your child attends Gateway, you do not need to complete this form to give permission for them to be released by this organization.

**Walk homes**

Please complete the End of School Collection Form (available from the Office) giving permission for your Year 5 or 6 child to walk home by themselves.

**On site responsibility for children**

Pre-school and school aged children are their parent's responsibility whilst on site before and after school. Please supervise them at all times.

**Please note that the outside Reception area is only available for access to parents of Reception children and ensure that no equipment in this area is touched by children.**

**Lunchtime**

Lunchtime is one hour and the children have a morning break of 15 minutes. Assemblies and/or Collective Acts of Worship are held each day.

**End of Term – Closing Time – 1.30pm**

It has been agreed by the Governing Body that, in line with many other Harlow schools, school will close after afternoon registration, at 1.30pm three times a year at the end of each term-i.e. At Christmas, Easter and at the end of the Summer Term.

**Cycling/Scooting to school**

We like to encourage children to walk, cycle, and scoot to school for exercise. We signpost parents/carers and children to local cycle training via Harlow Council.

We encourage children to wear helmets and protective clothing. **Bicycles and scooters must not be ridden in the playground for safety reasons. This includes pre-school children, school aged children and adults.**

Bicycles and scooters are parked at school at the owners' risk, but the school recommends that they are padlocked for security.

## **Car Parking Outside School in Residential Areas**

Our school has a very dangerous and difficult to manage entrance.

**Do not drive into the school car park.**

### **Parking in residential areas**

When parking in residential areas, please have regard for the residents and do not block driveways or roads.

### **No Smoking**

There is no smoking anywhere on the school site.

### **Dogs**

In the interest of child safety and hygiene, please do not bring dogs on to the school premises.

### **Holidays during Term Time**

#### **Non authorisation of Term Time Holiday Applications**

It was decided by the Governing Body that no more term time holidays would be approved.

Odd half days and days will continue to be approved, if necessary, for family weddings, funerals, religious observances as will educational absences such as music/dance exams and sporting events. Parents should provide the school with written supporting information/documentation for the above. All of these absences will continue to be approved using the absence codes dictated by the DFE.

This decision was taken on the basis of the disruption caused to children's education by term time holidays and time consuming issues experienced by the school connected to the non-approval of holidays. **There is no entitlement to term time holidays.**

#### **Emergency Closures**

There have been a few occasions in the past when schools have had to close in an emergency, e.g. heating failure; staff could not get in because of snow or excessive heat levels in school. Every school closure decision is made on the basis of health and safety. We are always sorry if the closure causes inconvenience to parents and carers, but health and safety **must** come first.

In the event of school closure and re-opening, information would be put out by text message and Parent Mail. We will also endeavour to communicate with parents via the school website- [www.stjameschool.co.uk](http://www.stjameschool.co.uk)

### **Playtime Snacks - Healthy Eating**

Reception and KS1 children receive free fruit snacks in the morning. KS2 children may bring a snack to eat at playtime of fruit, vegetables or dried fruit e.g. raisins (not coated in chocolate or yoghurt)

There is the option for parents to purchase milk for children at the start of each school term, please see the school office for more information. The children then have their milk with their snack.

**No nuts** - since these are dangerous to the child and other children and staff with allergies.

### **Dinner Time at School**

We operate an 'In house' school meals service offering a hot meal with a vegetarian option and a selection of toasted melts. The meals are excellent and based on healthy menus.

All money for school lunches and Breakfast Club must be provided in advance on the **Monday** of each week. **If no payment is received**, the school office will ring home as a reminder for parents to bring in the money or to provide their child with a packed lunch for that day. No meal will be provided for the rest of the week, if no money has been received in the office by the end of the school day.

In the case of non-payment, children will automatically be marked as packed lunch for the rest of the week.

All monies should be placed in an envelope, with your child's name, class, date, the amount paid for either school dinners.

The current price of a school meal is £2.00.

Families on certain benefits can be entitled to free school meals, an application can be made online at [www.essex.gov.uk](http://www.essex.gov.uk). Further information can be obtained from the Essex County Council website.

Dinner money should be sent in a clearly marked envelope on Monday morning. Please send the exact amount and state which days you are paying for. Cheques should be made payable to '**St James CofE Primary School.**'

### **School Milk**

Milk can be purchased for children throughout the school on the following website:

<http://www.coolmilk.com/>

### **Key Stage 1 Free School Meals**

As of September 2014 all Key Stage 1 and Reception children have been entitled to free school meals.

## **Packed Lunches**

Children bringing packed lunches are supervised by Mid-Day Assistants in the Hall. Please do not include sweets or oranges in your child's lunch box, as both can be sticky and oranges are too difficult for most children to peel. The children may bring drinks in cartons or other leak-proof, unbreakable containers.

Children may bring in wipes for their hands at lunchtime.

For safety reasons please **do not include nuts or nut products**-including peanut butter. We encourage 'healthy' and 'eco friendly' lunchboxes.

### **Examples of food for healthy lunch boxes**

- Sandwiches with ham, cheese, egg, tuna
- Fresh fruit e.g. apples, bananas
- Dried fruit
- Yogurt
- Water/fruit juice (not sugary drinks)

**\*No nuts please for the benefit of those with allergies - thank you**

### **Examples of ECO lunch boxes**

- Reusable sandwich box (not individually wrapped daily)
- Decanted yogurt
- Raisins from big pack put into reusable containers
- Drink in a reusable bottle

**\*Fresh drinking water is always available from school**

## **School Uniform**

We believe that wearing school uniform promotes a positive attitude, high standards and a sense of belonging to the school.

Uniform worn smartly helps pupils to feel good about themselves, which has a knock-on effect with regard to how they function within the school.

We encourage the full wearing of school uniform appropriate to the weather at all times. This is in preparation for secondary school where uniform is more enforced.

**Please ensure that all items of clothing and other belongings are clearly named.**

### **Shoes**

'Sensible' shoes should be worn to school at all times. For example-plain black shoes or boots only. This means:

- No heels
  - No boots in summer
  - No sandals in winter
  - No 'strappy' unsafe shoes
  - No fashion shoes with lots of difficult laces
- (Clearly this guidance is for Health and Safety reasons)

**All of the uniform with school logo is available from 'Top Form' shop-The Stow, Harlow.**

The following is a guide to what children may wear: -

Trousers, Skirts & Pinafore Dresses	Charcoal Grey
Polo shirts, Roll neck tops, cotton shirts & blouses	White or Red
School Sweatshirt/Cardigan	Red
Jumpers and Cardigans	Red
Fleece	Red
Waterproof Fleece	Red
Summer Dresses	Red/ White Check/ Stripes
Pique Dresses (T Shirt Dresses)	Red
Boys Summer Shorts	Charcoal Grey
Baseball & Knitted Hats	Red
Socks	Black/white/grey
Tights	Black/red/grey

Also available are School Back Packs and Book Bags

PE Kit

**Red Polo Shirt & Black Shorts/Red Socks**

Our PE kit is available from Create Identitee Ltd Greenway Business Centre, Harlow, Essex, CM19 5QE, 01279 456016

**The PE Kit should be kept in a named drawstring bag, together with a pair of black, slip-on plimsolls for KS1 and trainers for KS2.**

**Whilst school uniform is not compulsory, the uniform agreed by the Governing Body is detailed above. Our school colour is Red with Charcoal Grey and White.**

## **General Pupil Presentation**

We believe that presentation is very important. Therefore we have high standards and expectations in terms of presentation of all kinds. Please find guidance below.

### **Hair/Nails/Make up**

Hairstyles (boys and girls) should be simple and of the child's natural colour. Fashion /extreme styles/shaven heads are not acceptable. No 'tram lines' or heads shaved to less than a 'number 2'.

All children should have their hair off of their faces so they can be seen. If necessary tie hair back off the face.

Pupils should not wear nail varnish or make up.

### **Earrings/Jewellery**

Pupils who have pierced ears may wear a pair of small, plain studs. Earrings and jewellery can be extremely dangerous, especially at playtime and during physical activities. The School and County Policy require that earrings be removed for PE lessons, even where studs are worn. Where the ears have been recently pierced, pupils should not participate in PE lessons until the ears have healed enough for the earrings to be removed.

Please can you check with your child's teacher as to when the class has PE, and keep the earrings at home for those days, or train your child to take the earrings out and provide a container to keep them in, as the teachers cannot be responsible for the earrings in any way.

No other body studs or rings are allowed.

### **Lost Property**

We encourage children to be responsible for their belongings. If your child has left something in school, please encourage them to come back into school immediately while the teacher is still there to look for the item. If not they must wait until the next day. **Please name all items.**

Lost property is in the brown cupboard outside the main office.

Please do not ask office staff to find the items or to give you access to the school at the end of the school day, as this will not be possible. (You might be able to catch the teacher at the classroom door and be able to go in for a look.)

### **Mobile Phones**

Children may not bring mobile phones into school.



## **The Curriculum**

### **Aims**

1. To develop children with Emotional, Social and Academic intelligence.
2. To provide a broad and balanced curriculum.
3. To make learning fun and to create independent lifelong learners.
4. To develop the work of individual children according to their age and ability consistent with the requirements of the National Curriculum, Locally Agreed RE Syllabus and the broader School Curriculum.
5. To stimulate curiosity, imagination and creativity.
6. To encourage each child to use his/her own experiences and environment as a resource for learning.
7. To recognise, value, encourage and develop individual gifts and talents.

***'I hear and I forget  
I see and I remember  
I do and I understand'***

(An Old Chinese Proverb)

### **Planning, Preparation and Assessment time**

As of September 2005, every teacher has an entitlement to two and a half hours Planning, Preparation and Assessment time each week. All teachers at St James Church of England Primary School have chosen to take this time throughout the week.

During this time the class Learning Support Assistant supervises and teaches the children. This ensures continuity in terms of curriculum and classroom management.

The LSAs have been highly trained and continue to have weekly training sessions preparing for PPA time.

LSAs may also supervise and teach the classes at other times when the need arises.

## The Curriculum and its organisation

We aim to meet the requirements of the 'Every Child Matters' agenda.

We aim to deliver a broad and balanced curriculum to every child in the school, which is rich, challenging and inspiring.

We aim to enable each child to fulfil his or her potential to the highest possible standard.

The National Curriculum and the Agreed Syllabus for RE are taught in a very structured way.

The curriculum is derived from the National Curriculum.

We have a seven-year plan for the school covering all subjects and we strive to deliver the curriculum in a cross-curricular, fun way. This is available to view on our website.

The subjects include:

English	Mathematics
Science	Design and Technology
History	Computing
Geography	Art
Music	Physical Education
PSHE	SMSC

In addition we must teach the Locally Agreed Syllabus for RE. Parents have the right to withdraw their child from RE lessons and Acts of Collective Worship.

The school has schemes of work for each area of the National Curriculum and the RE Syllabus, which covers the seven years that the child is in the school, ensuring a balance of curriculum and curriculum coverage. The teachers plan to cover for curriculum coverage at the beginning of each year so that the year plan also shows the balance of the curriculum. (See our web site)

The curriculum is covered through the medium of topics chosen by the class teacher. Some subjects are ongoing, e.g. aspects of Number and English, others are taught in blocks throughout the year. The wider curriculum for the school, which may or may not be planned for, is that developing the cultural, spiritual, moral and social development of the child. This may happen as situations arise or be part of a planned scheme of work.

We lead by example and encourage an ethos of caring and social and spiritual awareness throughout the school.

In the classrooms the children work in ability groups for some of the time and mixed ability groups at other times. Work is differentiated to the child and their group according to the task.

In Year R, Foundation Stage children will work towards the Foundation Stage Areas of Learning

**The Foundation Stage Areas of Learning are:**

- Personal, Social and Emotional Development
- Communication – Language and Literacy
- Mathematical Development
- Knowledge and Understanding of The World
- Physical Development
- Creative Development

**Early Years - Play and Practical Experience**

The value of learning through play and practical experience is proven, in fact to the extent that in education we see 'Play as being a child's work'. Play must never be under-valued. The children have 'Play' and 'Practical Experience' built into their everyday learning experience, e.g.:

**Language** - through talking, word games of 'snap', 'pairs', 'bingo', 'look, cover, write, check', home corner play, imaginative play, outside play

**Letters and Sounds**

The school teaches phonics using Letters and Sounds as well as other methods of teaching children to read and spell.

**Reading Books/Schemes**

The school has a range of books to interest and engage the children in learning. They include both fiction and non-fiction.

We also have a selection of reading schemes which some children use and group readers to read with other children.

**Hand Control** - Colouring, tracing, cutting out, gluing

**Maths** - Sand and Water play for capacity, volume, floating/sinking, weighing, measuring, algebra (patterns), shops (money), playing with polydrons

**Design & Technology** - Lego, Mobilo, Polydrons, building bricks, model making, cooking

**Emotional/Social/Environmental** - Home corner, shop corner, post office corner. Develops language skills, social skills through interaction with others, stimulates imagination, co-operation, problem solving

**Small World Play** - Dolls house, puppets. Stimulates the imagination, language skills, social skills

**Art Activities** - Develops fine motor control through the use of different media, e.g. chalk, paint, crayons, pencils, scissors, glue

**PE - Climbing**, small game skills. Develops gross motor skills, social skills, team skills.

Allowing children 'free' time to play gives them the opportunity to develop and learn in a relaxed manner, and gives the adults in the room the opportunity to talk to the children and develop their imagination and curiosity.

### **Speaking and Listening**

Children are given many opportunities to develop their speaking and listening skills. These are very important for their all-round development.

### **Reading**

#### **Reading is 'The Key' to everything!**

The school recognises the importance of parents supporting their child's reading at home - particularly dads with boys.

We work with parents advising them of how best to support their child's reading at home. The school has a wide variety of books for the children to choose from. Reading is taught systematically in order that children can develop the skills for reading with fluency and understanding.

Reading books are distributed throughout the school according to the age group and abilities of the children, though we recognise that there is value in children re-reading books and sharing a book which is too hard for them with an adult.

We aim to provide a broad reading experience. Children enjoy poetry, simple reference books, listening to story tapes and acting out short plays.

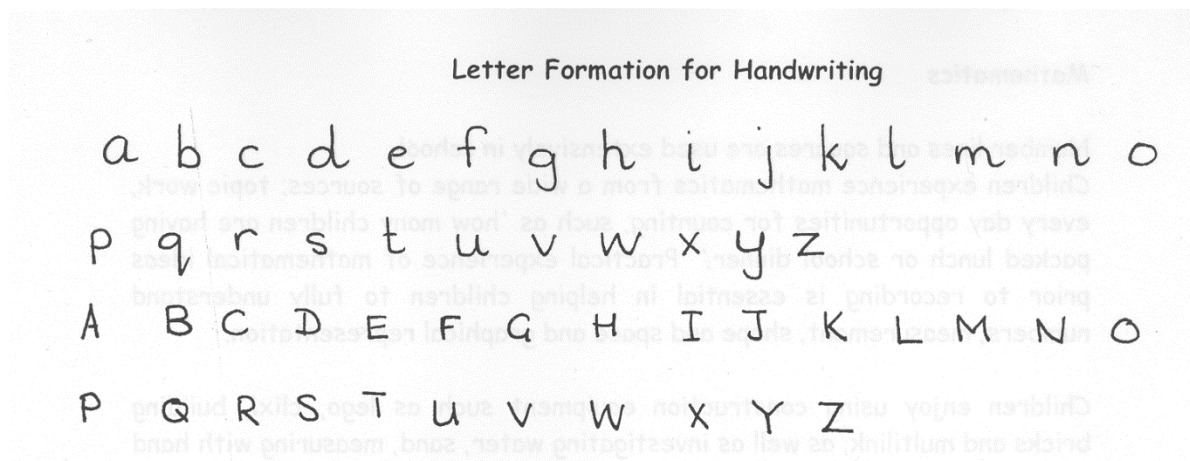
### **Writing**

A lot of preparatory work takes place to give your child hand control – e.g. colouring, tracing, playing with plasticine, lego, cutting, gluing, using a range of media such as paint, crayons, white boards, chalk.

Once a child is ready a clear and legible cursive style of handwriting is taught. Once children have learnt the individual letter formation, the names and sounds that the letters of the alphabet make, they are ready to learn to spell simple words

Topic work provides a valuable stimulus for children's writing and a variety of writing experiences is encouraged: letter writing, 'news', stories, poems and class newspapers.

We aim to develop children's confidence in their ability to write independently, to try to spell words on their own, to use simple dictionaries and word books to find words needed and when the writing is complete, to read their own writing aloud to the teacher.



### Words to Read and Spell

The following set of words comprise some of the most commonly used words in children's writing. This is the first set of words we teach your child.

is	you	was	and	then	had
the	of	they	it	a	to
on	went	when	got	she	in
said	my	there	he	so	I
we	one				

### The National Curriculum

#### Literacy

We build upon the foundations laid during the Foundation Stage of learning. Much of the work is delivered via topics and interesting cross-curricular links between subjects.

We try to have exciting stimuli for all speaking and listening, writing, reading, and we try, as much as possible to make real connections between areas of learning to make it meaningful.

We have a range of fiction and non-fiction books for the children to read.

## Letters and Sounds

Phonics/reading/writing are partly taught through Letters and Sounds.

## Mathematics

Number lines and squares are used extensively in school. Children experience mathematics from a wide range of sources; topic work, every day opportunities for counting, such as 'how many children are having packed lunch or school dinner.' Practical experience of mathematical ideas prior to recording is essential in helping children to fully understand numbers, measurement, shape and space and graphical representation.

Children enjoy using construction equipment such as lego, clixi, building bricks and multilink, as well as investigating water, sand, measuring with hand and foot spans and these and many other practical experiences in these early infant years are invaluable in helping children to be successful in mathematics as they progress through the school.

We have a large resource of mathematical equipment and number games, which are enjoyable for children and provide learning through structured play.

## Science

Science provides children with opportunities to explore and investigate their environment and the world around them in exciting and practical ways.

***'I suppose to some extent all children have a touch of magic about them - like some mysterious looking lens, they seem to have the capacity to focus the light into the gloomiest of places'.***

(Mister God, This is Anna)

## Information Communication Technology

Our children are growing up in an increasingly technological world and it is essential that they become familiar and confident with computers, tape recorders, video recorders and telephones in school.

We have a mobile laptop trolley which provides the ICT sessions in class.

We have interactive whiteboards throughout the school and in the school hall.

## **Art**

Most of the work in art and craft arises naturally from topic, seasonal and environmental work. Children learn to look at things carefully and to develop awareness of colour, pattern and shape. They enjoy using materials of all kinds including paints, inks, dyes, fabrics, wood and clay. Art allows children to express their ideas, feelings and emotions in their own way.

## **Music**

As a school we recognise the well-researched benefits of music to children. Therefore, music and the creative arts are very important to our school life and children will be given opportunities to listen to and enjoy music of all kinds, to take part in singing and to create music using our musical instruments and their own hand-made instruments. Parents will be able to enjoy the creative arts of the school in performances throughout the year.

It is hoped that the children will be given the opportunity to learn musical instruments as either part of the curriculum, or as extra-curricular activities.

## **History/Geography**

Will be taught through topics using as many practical experiences as possible – e.g. educational visits.

## **Design and Technology**

The children will have opportunities to learn how things work and how to create their own working models.

Food Technology will be taught through our fully equipped Food Tech classroom sets.

## **PE**

The children will experience the three areas of PE - games, dance and gymnastics. They are taught in blocked units throughout the school. There are many opportunities for extra curricular activities and inter school sports are encouraged.

Physical exercise of different kinds is encouraged with the development of our playground into a challenging interesting environment.

Swimming will be offered as a curriculum activity to children in Year 5.

## **The Outside Environment**

The outside learning environment is being developed so as to give children opportunities to learn and develop physically, socially and emotionally in a supervised environment.

A challenging, exciting outside environment is an important part of a child's education and directly impacts on the other aspects of the child's education.

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

These areas are addressed via direct and indirect experiences and teaching. Much of the development is happening in an ongoing way and is largely connected to the culture and ethos of the school.

### **'Values' Education**

As a school we teach 'Values Education' and believe it to be a strong and powerful influence on our ethos, climate and all round standards. A different Christian Value is promoted each half term via assemblies, and followed through into all other parts of school life.

Visitors always comment on the powerful sense of 'warmth' and 'caring' in the school along with the sense of purpose.

### **Religious Education/Collective Acts of Worship**

The School follows the County RE Syllabus. Collective Worship will take place each day. Special Assemblies will be held at various times throughout the year - Christmas Assembly, Leavers' Assembly, to which parents are warmly invited.

Parents who wish their children to be withdrawn from RE and our Collective Acts of Worship should consult the Head Teacher and alternative arrangements can be made.

The children will be taught about the Christian and other major faiths of the world. Visitors will be invited into school to talk to the children. Local ministers are invited in to take assemblies and meet the children regularly.

### **School Performances**

Pre-school children or babies **will not** be admitted to school performances. This is because they can create noise and distractions for the children who are performing and ruin a performance, which has taken weeks to rehearse. This is not fair on the children, families and teachers who work so hard to put on a show. Please may we ask that you respect this rule.

We expect all parents to understand and behave within normal protocols for performances. I.e. respecting other children's performances and not leaving before the end of the whole performance.

Mobile phones must be switched completely off during school performances.



## **Home/School Contracts**

As from September 1999 there has been a requirement from the DFEE for home/school agreements to be in place. The agreement is included in our admissions pack.

## **Parental Support**

The success of your child depends on a high quality partnership between home and school. If we are to develop your child to their potential the school needs your total support. Your child must know that we are working together and with the same boundaries – it is a partnership. In order to help your child we need your support in terms of attitude towards the school, behaviour management, support of school rules and respect for our professionalism.

## **Banishment from school premises**

The governing body of the school has agreed that no member of staff should have to accept aggressive verbal, physical, emotional or written harassment or bullying. This type of behaviour and attitude will be met with banishment from the school premises. (Section 547 of the Education act 1996).

There is an expectation that as parents you will respect our professionalism, knowledge and experience.

## **Exclusion**

Any child in school who behaves disrespectfully towards people or property will be excluded – either fixed term or permanent. (See our Behaviour Policy on website.)

## **Child Protection**

Our first concern is your child's welfare and, therefore, there may be occasions when we have to consult other agencies even before we contact you. Should this be necessary we want to reassure you that any concerns we have about your child will then be fully discussed with you after we have talked with the other agency. The Essex Area Child Protection Committee has laid down the procedures we follow. If you want to know more about this procedure please ask to speak to the Head Teacher.

## **Children with Special Educational Needs**

Children may have special educational needs for a variety of reasons - academic, social, emotional, cultural, physical or behavioural, and we will always try to address these needs in school. Extra help will be given within the classroom by the Class Teacher and also by a Learning Support Teacher and the Head Teacher. It is our policy that parents are fully involved in any

special learning programmes for their children, so that we may work together for the benefit of the child.

Whilst our school is built with accessibility in mind with well-equipped disabled toilets, the governing body is committed to addressing any new accessibility issues.

### **SEN/Inclusion Provision**

We welcome all children and adults to our school and will do our best to provide the highest quality provision possible in a mainstream school.  
See website for details of School Offer.

### **School Accessibility**

The school is built on one level, however there are four steps that lead from KS1 and the Main Hall down into KS2.

### **Health and Safety**

The school has adopted the Local Authority Health and Safety policy. The whole staff constantly monitors Health and Safety issues as an ongoing process addressing issues as they arise. We aim to have a safe and healthy environment.

### **Relationships and Sex Education**

Appropriate and responsible sex education is most important.

We place extremely high importance on good quality relationships. This is embedded in the ethos of the school, taught and caught.

We realise that parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up. Our role is complementary and supportive to the role of parents and, as such, it is the practice of our school to respond honestly and sensitively to children's questions in a manner appropriate to a child's age and stage of development. The Governors have produced a Sex Education Policy, which is available for inspection. All lessons are age appropriate, in line with curriculum requirements and with the help of other professionals e.g. the school nurse, police when and where necessary. Parents have the right to withdraw their child from these lessons.

The Aims of the policy are to:

- Fulfil the requirements of the National Curriculum.
- To develop an awareness of life processes in all living things, including humans, e.g. me as a baby – how have I changed?
- Valuing oneself and others.
- To promote values in different relationships – who are my special people? Feelings – what makes me feel scared/uneasy.

- To create and develop a high sense of morals and values within the children.
- To develop an awareness of sensitive religions and cultural issues which may arise.
- Keeping safe/healthy choices and decisions.

The above are taught both explicitly and implicitly as an ongoing part of the curriculum.

### **Policy for Charging and Remissions**

The School Governing Body has elected to adopt the County Policy on charging and remissions. In summary the arrangements are that, with certain exceptions, no charges can be made for activities taken up during the normal school day.

In order to continue to provide a variety of experiences for the children, parents are asked to make a **voluntary contribution** where it is not possible to provide from the School budget. Children whose parents decline or are unable to make a voluntary contribution are never excluded from the related activity.

The county operates a remissions policy in respect of those charges that can be made where entitlement exists. This means that in cases such as low income or parents on Income Support, charges may be reduced or waived.

There may be times when trips may need to be cancelled if there are not sufficient voluntary contributions to cover the cost of the trip.

### **Pastoral Care & Discipline**

The school is a community in which behaviour is based on mutual respect and consideration for others. We will endeavour to get to know each child well, and to cater for their individual needs. Our school staff will always be willing to talk and listen to children and if any causes for concern arise, line managers or the Head Teacher will contact the parents if necessary. The Class Teacher, who will know each child well, is responsible for the care of the children within his/ her class. Particular problems may be referred to the line managers of the school.

The values, standards and attitudes of the School community will be made clear to the children by example and discussion, so that they are absorbed by them and made their own. Minor rules will govern behaviour within the school and the playground. If a child displays persistent anti-social behaviour, consultation is arranged between the teacher/line managers and parents so that an attempt can be made to correct the matter. County Policy permits, in rare cases of serious and persistent bad behaviour and indiscipline, exclusion from the School. (See Behaviour Policy on website)

### **Home/School Link**

In accordance with County and Government Policy, children are given different types of homework, e.g. reading, key words, maths challenges.

Parent/Teacher interviews will be held in the autumn and spring terms. During these consultations, teachers can advise parents on how to help their children at home, thus ensuring that parents and teachers work together for the benefit of the children.

In the summer term parents will be provided with a written report.

If you are concerned about any aspect of your child's schooling during the course of the year, please arrange an appointment to see the Class Teacher. (Via the school office)

If staff become concerned about a child, either in connection with schoolwork or behaviour, parents will be contacted and the matter discussed at a mutually convenient time.

### **Parent's Association (The Friends of St James C of E Primary School)**

There is a very active Parent's Association at St James C of E Primary School. Events include a Summer Event, children's discos, film nights, refreshments at events, quiz nights.

These events can only take place with your support. Please become involved with the Friends of St James Primary School. Your support makes all the difference.

The Friends are a very important and supportive integral part of the school.

### **Two Way Communication/School Review**

The school is always looking at ways to improve home/school communication.

**The Playground** -The Head Teacher and teachers try to circulate in the playground as often as possible to talk to parents.

**Focus Groups** - These are meetings are held by the Head Teacher once a term. Parents join the Head for a meeting to raise issues, ask questions about the school on behalf of parents and carers of the class. The group of parents are volunteers. If you would like to volunteer, please contact the office staff.

### **Self Review Tools**

The school uses different Self Review tools to evaluate its effectiveness and ways to improve.

These include its own questionnaires to stakeholders including children, parents, staff and feeder secondary schools and commercially produced self-evaluation tools.

### **The School Council**

The Council is elected annually. The council meets on a two-weekly basis and brings school matters to the attention of the staff and helps to make decisions about the school with Miss Ryde.

### **Passport Applications / Request for Letters from parents**

Along with many doctors' surgeries and schools, we at St James C of E Primary School regret that we are unable to sign applications for passports. This is because the regulations have changed and that the person verifying the application has to put their own personal passport number on the form, which most people, including us, are unhappy about. We apologise for not being able to help in this matter.

We regret that we cannot provide letters to parents to confirm a home address. The reason for this is because we are unable to verify the address. We apologise for not being able to help in this matter.

### **Complaints Procedure**

The complaints procedure is available on the school website.

### **Documents and Information**

Parents wishing to have access to copies of relevant documents or Statutory Instruments and the LEA's Agreed Syllabus for RE, should contact the school.

### **Data Protection**

All requests for copies of documents will meet with Data Protection regulations and timescales. There will be a charge to cover the costs of photocopying.

### **School Web Site**

We have a school web site which we try to keep updated. There is information about your child's planned curriculum on the web site with ideas and links about supporting your child's learning at home - the best type of 'homework.'

Please see our 7 year curriculum map on our website.

## **School Nurse**

The School Nurse, who is based at the Barbara Castle Health Centre, will screen your child during their first or second term in school, i.e. vision, hearing, height and weight. If you have any objections to this screening will you please notify the Head Teacher in writing.

If you would like the school nurse to check anything for your child, please let the school know and we will pass on the message.

## **Medication in School/Sick children**

### **There is no legal requirement for school staff to administer medication to children.**

The 2014 DFE recommendation is:

- **where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours**

## **48 Hour Sickness Rule**

If a child has been unwell during the night with an upset stomach (sickness or diarrhoea), they should not be in school for 48 hours after they have been unwell.

Children should not return to school after sickness until they are fully recovered, otherwise it is not fair on them, the other children or staff.

If your child is fully fit to return after illness, yet is still on medication, it is down to you as parents/carers to make arrangements for someone to come into school to administer the medication.

School staff are trained and voluntarily prepared to administer life saving medication such as epipens where a protocol/healthcare plan has been provided/agreed with the school.

Children should be trained to be able to independently administer medications such as asthma pumps prior to starting school.

## **Expiry date of Medication-Parents Responsibility**

It is the parent/carer's responsibility to keep a record of the expiry dates of medication kept in school e.g. asthma inhalers/epipens, and to replace them when necessary.

The school cannot take responsibility for this.

## **Sun Cream/Protection**

We have very little shade on the school site. The children spend time in the playground or on the field at play and lunchtimes as well as during PE lessons every day.

Please provide your child with a sun hat and apply skin protection before school when necessary.

If your child suffers from allergies, they may benefit from taking Piriton before school.

## Winter/Outdoor Clothing

Please ensure that your child is appropriately dressed for the weather. During the winter months the children are outside for play and lunchtimes. Please ensure that they have hats, scarves and gloves with suitable coats. Girls with skirts on will find tights or long socks helpful for keeping warm.

## The Governing Body – May 2015

*David Ives*

*Gina Bailey*

*Chair of Local Governing Body*

*Head Teacher*

## Summary of School Governors' Curricular Aims and Objectives

### General Aims

The Governing Body agrees with the Authority that the curriculum should aim to:

- a. Provide equal **Access and Entitlement**
- b. Provide a **Curricular Balance**
- c. Recognise **Differentiation and Potential**
- d. Make Suitable **Preparation for the Future**
- e. To meet the **'Every Child Matters'** agenda

### Access and Entitlement

The Governors recognise the importance of ensuring every learner is given equal access to a balanced and stimulating curriculum and range of learning experiences of the highest standard possible, and one which takes into account unequal starting points and irrespective of age, gender, ethnic background and also disability. The Governors agree that the whole school ethos should encourage learners to be **"Emotionally secure, happy, confident, have resilience, interested, involved, co-operative and responsible"**.

### Curricular Balance

To the best of the school's capabilities every learning programme is appropriate, challenging and focused to meet individual needs enabling the learner to fulfil his/her potential to the highest possible standard. Governors agree that the school curriculum is the result of incorporating views from Governors, Parents, Teachers, Managers and with adherence to the National Curriculum. Religious Education should be an important feature of the curriculum, with opportunities to compare major religions. Discussion of politically controversial issues should be balanced, alternatives considered and without promotion of partisan political doctrines. The curriculum should reflect an understanding of the local community, contemporary environmental concerns and respond to changing economic, political and social contexts, including recognition of the fact that we live in a multi-racial society and increasingly interdependent world.

### **Differentiation and Potential**

The Governors endorse the LA's aim to extend and realise the potential of learners by participating in a curriculum which offers challenge, learning experiences and support matched to individual needs and proposes to promote the development of concepts, attitudes and skills and the pursuit of basic skills of literacy and numeracy. The Governors agree there should be an emphasis on recognition and celebration of the learner's individual progress and achievements, with positive intentions of enhancing future development. They also subscribe to the major aim involving children in the shaping of their individual learning experience/programmes, with the clear knowledge of what is expected of them, in order to foster independence and self-confidence.

The school maintains a policy of keeping both parents and learners informed of the learner's progress by yearly reports, parent evenings in the autumn and spring terms and constant liaison between teachers and parents to resolve any problems/queries as and when they arise.

The Governors agree that learners are being helped to surmount difficulties by the school increasing the amount of time and money set aside for special needs care and assistance.

### **Preparation for the Future**

The Governors endorse the principle that through participation in a curriculum which enables them to adopt meaningful roles in the present, learners are preparing for an effective and purposeful life in the future. Activities within the school which allow for work in teams and taking responsibility for others play an important role as does the aesthetic, creative and moral/spiritual dimensions of development ensuring the learner experiences a sense of success and achievement. The Governors wish for the school to promote sound 'values'.

The teaching staff enjoys the confidence of the Governing Body and their agreement that the teaching staff continue to have responsibility for curriculum planning and implementation.

### **Holiday and Calendar Dates**

Please note that the school's five INSET days are in addition to the holidays set by the Local Authority. Calendar dates are available from the school office and website.



## St James Church of England Primary School Admissions Criteria 2016/17

### Published Number to Admit - 30

### Admissions Policy

The published admission number for each year will be 30.

Where applications for admission exceed the number of places available, the priority order for admissions is:

1. Looked After Children and previously looked after children (as defined on page 12 of the Primary Education in Essex booklet).
2. Children living in the priority admission area, with a brother or sister attending the school during the term of admission. See SIBLINGS definition below.
3. Other children living in the priority admission area.
4. Children living outside the priority admission area, with a brother or sister attending the school during the term of admission. See SIBLINGS definition below.
5. Children whose parents are involved in the work and worship of the Anglican Church, subject to a reference from the Church Leader.
6. Children whose parents are involved in the work and worship of a non-Anglican Christian denomination, subject to a reference from the church leader.
7. Children whose parents are involved in the work and worship of another Faith Group who want a school with a faith ethos, subject to a reference from the Faith Group leader.
8. All other applications.

For applications under criteria 5, 6 or 7 a Supplementary Information Form is required to be completed. Exceptional educational, social, pastoral or medical needs (supported by appropriate evidence) may override the above.

**SIBLINGS Definition:** A child is considered in this category if an older sibling is attending the school at the deadline date, **and will continue to do so when the sibling is admitted**, and where the child lives within the Parish of St James Staple Tye at the same address as the older sibling. Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from permanent residence of the child to school, with those living closest being the highest priority.

All children whose birthdays are between 1<sup>st</sup> September and 31<sup>st</sup> August are to start school full time in September. Parents may request that the date their child is admitted to the school is deferred until a later term in the school year or until the term in which the child reaches compulsory age. Parents may also request that their child attends part time until the term in which the child reaches compulsory school age.

All applications for places in existing year groups must be made through the Local Authority. If a place is available the Local Authority will offer the place on behalf of the Governing Body.

Any unsuccessful applications will be given the right to have the case heard by an independent appeals panel.

Further admissions guidance is detailed in Admissions Policy on the School website.

## **Taking up Issues with the School**

Normal procedure for taking up issues regarding your child with the school, or with queries is:

1. In the first instance via the class teacher. It is expected that virtually all matters will be dealt with at this level
  - Make an appointment via the school office. Office staff will take brief details and someone will get back to you either to discuss the issue on the telephone or to make a mutually convenient appointment time.
  - Do not 'catch' the teacher at the classroom door for a conversation either before or after school-it is not appropriate for many reasons.
  - Please do not expect an immediate response e.g. same day. The school often needs to make investigations before a response can be made. This may take a few days.
2. If matters are not resolved to everyone's satisfaction after a series of meetings, the matter **might**, (though not necessarily) go to the Senior Management.
3. If still not resolved after a series of meetings, the matter might, (though not necessarily) go to the Deputy Head.
4. Only if this procedure has been followed and matters not resolved after a series of meetings, the matter might (though not necessarily) be taken to the Head Teacher.

**It is expected that most matters will be resolved at class teacher level.**

**Please note that the school will not tolerate aggressive behaviour in any form. Any such behaviour will met with a firm response such as being banned from the premises which the school has the right to do. (See above)**

The Head Teacher unfortunately is not, and cannot be available on demand. The route is outlined in a letter from the Chair of Governors.

**St James' C of E Primary School**

Dear Parent/Carer

2016/17 Academic Year

The teachers are always happy to meet with parents to discuss worries and concerns. However, all meetings must be requested in advance and at a mutually convenient time to both the parents and teachers. Teachers and the Head Teacher are not available 'on demand.'

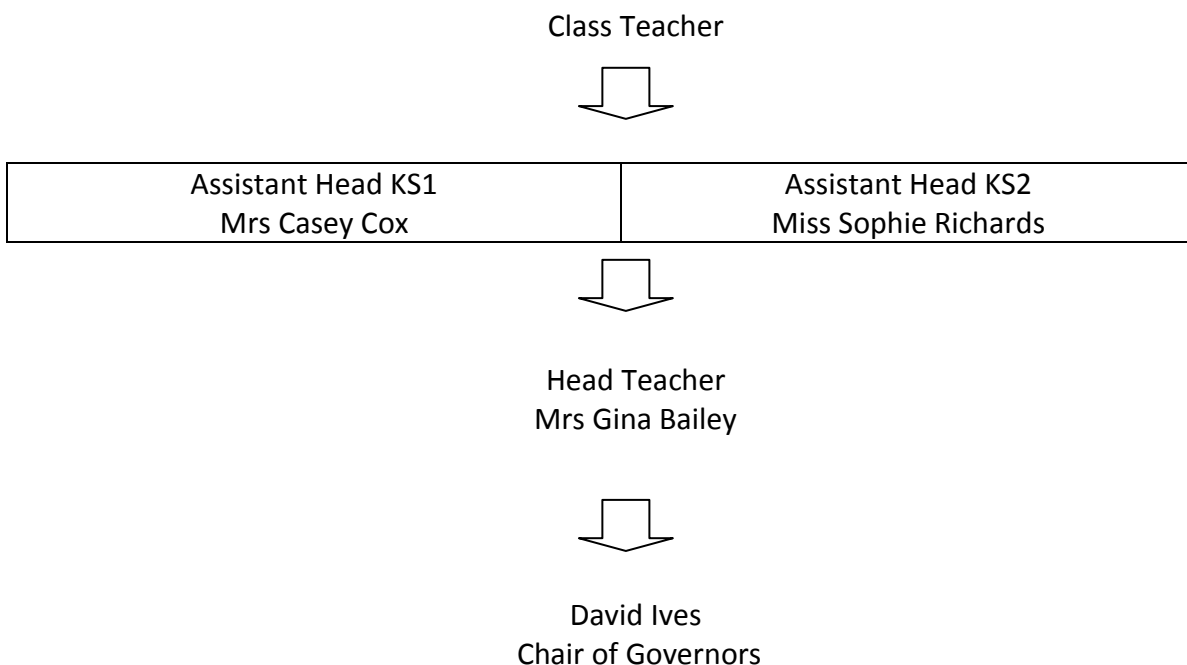
I should like to remind you of the procedure agreed by the governing body of the school in order to try to resolve problems swiftly.

Because we take issues seriously and wish to resolve them as swiftly as possible, we have set up this route for resolving matters. We expect that most matters will be resolved in the first instance by the class teacher. If the matter has been thoroughly investigated, but considered to have not been resolved, it might be passed on to the relevant line manager. It would be very unlikely that the Head Teacher would become involved.

The Head Teacher is not and cannot (for many reasons) be available on demand. This procedure will not be circumvented except in extreme circumstances.

Please do not place the office staff in an awkward position by trying to bypass the route set out below. Thank you.

The route is outlined below:



Owing to the many pressures and commitments in schools these days, it may take a few days to set up a meeting, but we will contact you as soon as possible with a time and date.

Yours sincerely  
David Ives  
Chair of Governors

Prospectus updated Sept 2016