

SCHOOL PROSPECTUS.

The School

Thrussington School is a Church of England Primary School situated on the Hoby Road in Thrussington.

A small school, with seventy seven children on roll, it offers much sought after, personalised learning opportunities for all children.

The school, which provides an excellent education for children from the infant phase through to the end of the junior phase, has retained the original Victorian building which houses a vibrant, welcoming, well-resourced, learning environment eminently suited to the delivery of the modern curriculum. During 2017, the school underwent significant extension to and reconstruction of the original building. Now complete, three new teaching bases have been added, with improvements made to the computer base, library, Reception Class and the administration area. The external area is under redevelopment, following the building works but continues to provide a stimulating learning and recreational environment. Amongst the facilities offered is a large playing field, a tarmac playing area, an enclosed soft-play area, agricultural plots for the cultivation of plants, fruit and vegetables and an activity trail. The school has an outdoor Science resource base and a Forest School.

Thrussington School has a strong record of working collaboratively with a range of other schools, and agencies such as an area sports' partnership and a number of secondary schools, both in the independent and secondary sectors, to improve the opportunities for a greater number of children. It became an academy in 2012.

The school has achieved a number of national awards. It was designated a National Teaching School in 2014 and National Support School in 2015. The Headteacher is a National Leader of Education and staff have a wealth of outstanding practice. It holds the Platinum Award for Forest Schools; has received its fourth Quality Mark Award, the enhanced Healthy Schools Award and holds two, consecutive Gold Primary Science Quality Mark awards. Other awards include the Best School Garden and several awards for sport. The school was judged to be "Outstanding" in all areas by Ofsted and received its second, consecutive "Outstanding" judgement by S.I.A.M.S.

Mission Statement.

The philosophy of the school is one of caring for the individual child in a happy, rich, stimulating and secure environment, Successful relationships between school, parents, governors, the Church of England and the community are crucial to ensuring that the children of this school receive the best possible start. Fundamental to everything done at this school is to strive towards ensuring that every child should fulfil his / her full potential within a well ordered, well provided and structured environment.

School Aims.

- For everyone to learn through a Christian ethos within our caring, supportive environment
- For each child to achieve and maintain appropriate, satisfying and fulfilling relationships.
- For each child to know and appreciate his/her own worth.
- For each child to develop sensitivity towards others
- For each child to develop a set of moral values and the self -confidence to maintain them in relationships with others.
- For each child to develop a positive community ethos, to listen, engage and encourage confidence in order that he/she is well prepared for the future and to help them take their place in an ever-changing world through making informed choices.
- For each child to celebrate British values in a Christian learning environment.
- To develop respect for religious and moral values, races, religions and different cultures.
- For each child to develop self-discipline and to develop and hold to a code of socially acceptable behaviour.
- For children to develop skills to keep themselves and others safe.
- For each child and adult to feel that his views are valued and that their work is supported.
- To ensure that children and staff have access to the best opportunities and resources available.
- To provide a positive, challenging, secure and inspirational environment for all to thrive.
- For all members of the school community to feel inspired and to feel that the school recognises the contribution which they can make to the quality of the children's experience in school

Information regarding policies and any other matters referred to within the school prospectus, may be found on the school's website or by application to the school office. There may be a charge for photocopying.

Welcome to Thrussington Church of England Primary School.

A welcome from the Headteacher.

May I take this opportunity of extending a warm welcome to Thrussington Church of England Primary School.

The school's overriding aim is to ensure a safe, caring, happy and stimulating learning environment for your child. Thrussington School is a place where learning is valued for its own sake; where relationships with parents are considered as vitally important in our endeavour to see each child grow into a confident, responsible, independent and fulfilled, learner.

Thrussington School is a vibrant community in which children thrive both academically and personally.

We look forward to your child's joining us and to working with you, as parents, to ensure that your child fulfils his/her true potential.

Mrs.Liz Moore.
Headteacher.

Hoby Road,
Thrussington,
Leicestershire
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e-mail: office@thrussington.leics.sch.uk

Thrussington
C of E Primary School

SCHOOL STAFF

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|---|--|
| Mrs Liz Moore. Headteacher and *N.L.E. | Teaches Years 5/6. N.L.E. |
| Mrs. Sarah Sabir | Class Teacher Years 5/6 |
| Mrs Louise Castilla and **S.L.E. | Class Teacher Years 3/4 |
| Miss Alison Oatey | Class Teacher Reception, Years 1 and 2 and ***SENCo. |
| Miss Jo Berry | Early Years Practitioner and Forest School Leader. |
| Mrs. Debbie Kear | Class teacher Reception, Years 1 and 2 |
| Mrs Sue Smith | Classroom Assistant/Lunchtime Supervisor. First Aid at Work. |
| Mr. Douglas Feasey | Classroom assistant |
| Mrs Penny Feasey | Classroom Assistant/Lunchtime Supervisor |
| Mrs Susan Roberts | Secretary |
| Mrs Val Brightwell | Administrator |
| Mrs Sarah Whitehead | Premises Officer and Assistant/Lunchtime Supervisor. |

*National Leader of Education.

**Specialist Leader in Education.

***Special Educational Needs Coordinator.

EDUC8 – sports' coaches .

The School has a Governing Body, also known as Directors of the Academy, which meets twice each term to discuss matters relating to school policy. School Governors are appointed to ensure that the School follows the Christian ethos on which it was founded, to ensure that the school is managed well; that the children make good progress, in all aspects of their development; to challenge the Headteacher on the leadership and management of the school; to provide strategic guidance. Representatives from the Governing Body sit on the Management Board of the Teaching School Alliance.

The Governing Body is constituted in accordance with statute and comprises elected parents, staff, community representatives and representatives of the Church of England.

SCHOOL GOVERNORS

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|-------------------------------|--|
| Mr. Patrick Rendall M.B.E | Chair of Governors/ Foundation. |
| Mrs. Angela North-Rose. | Vice Chair/ Co-opted. |
| Mrs Liz Moore. | Headteacher/Ex Officio. |
| Ms. Natalie Worth | Foundation |
| Rev. Sr. Mary A’Hearne-Smith. | Ex officio/ Foundation. |
| Mrs Frances Rendall. | Foundation. |
| Mrs Sarah Whitehead. | Staff. |
| Dr. Nicholas Moore. | Foundation. |
| Mr. Ryan O’Neill. | Parent. |
| Mrs. Rachael Lehner- Mear. | Parent |
| Mrs. Katie Miller. | Co-opted. |
| Mr. Nigel Hainsworth. | Co-opted. |
| Mrs Valerie Brightwell. | Associate Governor for Special Educational Needs and Disability. |
| Mrs. Diana Clarke. | Associate Governor for Science. |
| Mrs. Janet Heath. | Associate Governor for Finance. |

Clerk to Governors: Mrs Rosie Thompson. 24, School Hill, Sproxton, Melton Mowbray, Leics.

P.T.F.A.

Parents, Teachers, Friends Association.

The P.T.F.A. is a thriving body which plays a significant part in the life of the school. Its aim is to further the wellbeing of all the children in the school and it meets this in many ways. The social events, which the P.T.F.A. organise, are innovatively organised and very well supported. They are intended to strengthen links between home and school as well as raising very valuable funds. The P.T.F.A. welcomes parents, past and present, governors and teaching staff: the Headteacher has regular meetings with the P.T.F.A. Participants are encouraged to bring ideas, projects and requests. People are encouraged to attend without the need to become a committee member.

The P.T.F.A. holds fund-raising events and the use of the money raised is discussed at the monthly meetings. In the past few years, money has been used to purchase an activity trail, to subsidise many workshops and visits; reading schemes, Mathematics’ schemes, a cooker,

a playhouse, construction sets, musical instruments, computers, interactive whiteboards, the extension and refurbishment of the mobile classroom, refurbishment of the Reception Class and of the library. Future projects will include landscaping and development of the outside recreational and learning area

Admission to the School.

The Governors, who are responsible for admissions to this Church of England Primary School, have agreed with Leicestershire Local Authority to admit 9 children in Reception each year.

Children with a Statement of Special Educational Needs, or Education and Health Care Plan, that names the School, will be admitted. This may affect the places being allocated using the priority criteria. These arrangements and the admissions criteria are reviewed annually.

Please see the Admissions Policy on the School's web-site.

Admission Procedures.

Parents who would like their children to attend this school should contact the School Secretary, Mrs. Susan Roberts, to obtain details of the process. In all cases, for first admission (at reception stage), parents must register with Leicestershire County Council, details of which are available on the L.C.C.'s web-site.

Preparing for School.

Many parents are eager to help their child prepare for beginning school. It is hoped that these suggestions will be useful

Praise is very important for giving children self-confidence and raising their self-esteem. Children develop and grow when they are happy. Encourage your child to help you with every day tasks by making them into games. Let your child use crayons, scissors, paper, glue, paints and playdough. Spend time talking and listening to your child about every day things. Share books together and talk about what might happen next; point things out when you are out together. Most of all, help your child look forward to coming to school by telling them about the opportunities they will have for making friends, painting, playing, listening to stories and so on.

SCHOOL ORGANISATION AND DAILY ROUTINE.

The aim of the organisation is to ensure that children thrive in our school community. By feeling secure, certain that they are valued as individuals and confident of their place, children will make good progress.

Children are admitted into the Reception Class in September each year. They start on a part-time basis in the first two weeks of the Autumn Term, coming in for the mornings only and then the afternoons only before beginning full-time.

During the Summer Term, term, prior to admission, new children are invited to spend time with us to learn more about classroom and school routines. This is a customised programme intended to ensure that both the children's, and their parents', experience of the school is as positive and welcoming as possible. A more detailed publication is available on request.

The school day.

The morning session begins at: 8.55 a.m.

Lunch is at: 12.00 – 12.55 p.m

Afternoon session begins at: 12.55 p.m.

The day ends at: 3.15 p.m.

These times enable the school to meet the legislative requirements for minimum teaching of 21 hours for Infants

and 23 ½ hours for Juniors. There is a mid-morning break of 15 minutes for all the children.

Parking.

There is no designated parking and on-road parking cannot be advocated. The School is situated near de-restricted roads. Parking should be conducted with all children's safety in mind and with consideration for residents.

Children are encouraged to walk or cycle to school and there is a facility for their cycles at the side of the school.

The School is developing a Travel Plan, with the support of its Junior Road Safety Officers and School Council, to facilitate a more-embracing approach to efficient travel arrangements to and from the school.

Parents are encouraged to minimise their use of vehicular traffic.

Coming in to school.

Security for children is very important. Entrance to school is via the front gate. Children should not linger at the front of the school, either at the beginning or at the end of the school day and under no circumstance should entry or exit be gained by scaling the front wall. The safety of the children is of paramount importance.

Children should wait in the playground. Staff will be on duty at 8.45 a.m. and it is the responsibility of parents to ensure the safety of their children before then. School starts promptly at 8.55 a.m. and, after this time, doors and gates on to the playground will be locked. Any child arriving after this time should enter through the main reception. Parents are encouraged to support the school in ensuring that the parking of vehicles is conducted in a safe and efficient way.

Snacks and lunches.

Children are encouraged to bring a healthy snack. As part of the Healthy Schools' initiative, we would prefer them not to bring crisps or sweets. The school is a participant in the National Fruit Scheme which means that the Infant children have access, free of charge to parents, to a piece of fruit each day. Whenever possible, this is extended to the remainder of the school.

Semi-skimmed milk is available for children to drink. This must be ordered and paid for in advance. Free milk is supplied to Reception children up to their fifth birthday as part of a national scheme.

Filtered, drinking water is available to all children, free of charge to parents, throughout the day.

The Universal Free School Meals programme is available to all children in Early Years, Year 1 and Year 2. All children in the rest of the School can order hot meals for each day of the week. The School orders the meals through the Leicestershire Food Scheme and, as such, they meet the healthy eating criteria.

End of the School day.

Children will leave the school via the playground. Parents and those responsible for collecting the children are very welcome to wait in the playground from 3.15 p.m., onwards. The class teacher will ensure that, where relevant, each child is met by the appropriate person. Children will remain in the school building, and will be supervised, until they are met, where this applies. Please inform the school of any changes concerning the collection of your child at the end of the day. Parents are reminded that a secure password system is in operation.

General conduct.

Children are encouraged to be as independent as possible and part of that responsibility is for them to take care of their belongings, school equipment and homework. Your support in this is greatly valued. Over time, invariably, there is a collection of belongings that remain unclaimed. Please endeavour to name property and make regular checks of the content of the lost property box.

Closure of the school.

On the very rare occasion when the school has to be closed – i.e. if, by keeping it open, it would present a health and safety risk to pupils and staff – then all reasonable steps will be taken to ensure that parents are notified as soon as possible. Closure will be announced on a local radio which operates a dedicated schools' information service. Currently, Gem 106 operates the service. In addition, and wherever possible, telephone calls/text messages will be made to parents.

Class structures.

For many activities, the children will work within their Age Group. There are four Age Groups in the school. There is a teaching base area for Foundation, for Key Stage 1, for Years 3 and 4 and for Year 5 and 6. Classes are small which enables all children to receive very close attention and support. In addition to a teacher for each class, a high level of learning support time is made available to each class. This is targeted support to ensure that personalised learning can take place. The quality of Teaching and Learning is “Outstanding” Ofsted.

The Age Groups are:

Foundation – Reception

Key Stage 1 - Years 1 and 2

Key Stage 2 - Years 3, 4, 5 and 6

Policies and Practicalities.

Money.

It may be the case that money has to be brought in to school for a particular reason, perhaps as a voluntary contribution towards a school visit. In every case, please ensure that the money is in a sealed container, labelled with the appropriate name and reason. Children should be encouraged to hand the money directly to a member of staff. A receipt will be issued through the school office.

Charging Policy.

The school and the Local Authority recognise the valuable contribution made by parents in providing support for a range of activities. It should be noted that the school operates a policy of inclusion and takes considerable care in ensuring that activities do represent good value for money, that they are accessible to all and, wherever possible, ensure that costs are absorbed or mitigated through negotiation with other bodies. If circumstances make it difficult for you to make a contribution, please contact the school. Support is available and all such requests will be handled discreetly. Please also be advised that there is a qualification for the Pupil Premium, details of which can be obtained from the Local Authority.

School uniform.

The school requires the wearing of school uniform. The colours are: maroon outer tops, white shirts, grey skirts/ trousers and black, outdoor shoes (not trainers). The school regularly researches competitive prices for school uniform and articles may be ordered through the school at prices which have met that criterion. Parents are free to purchase articles from other sources. The colours are easy to obtain.

On an annual basis, the School gives consideration to value for money and distributors and manufacturers' prices and product quality are examined.

P.E. uniform and kit.

Both indoor and outdoor physical education (P.E.) lessons are planned for three terms and include gym, dance, ball games, small apparatus and athletics. In addition, children are encouraged to participate in after-school clubs which may also require the use of or the wearing of certain P.E. kit, and in inter-schools' football, cricket, netball etc. tournaments. Children will require a separate P.E. kit comprising: black shorts, plain white "T" shirt, track suit (for cold weather, outdoor activities), socks and trainers. Football boots and shin pads will also be required. Greater use will be made of the playing field at lunchtimes, regardless of the weather, but appropriate outdoor wear, to protect the child from harsh weather conditions will be required. Swimming kit should be a simple, one-piece costume for girls and trunks for boys. Swimming caps are required.

P.E. is an integral part of the school's curriculum and all children should have access to suitable P.E. kit at all times. It is a great help if all school clothes are named since so many become "misplaced". "Found" items are regularly displayed but any unclaimed items will be disposed of after one term.

Jewellery and goggles.

For reasons of safety and security, jewellery is not to be worn. Children who need to wear goggles for swimming need to have this confirmed by letter from parents.

Illness and absence.

In the event of your child's being ill or unable to attend school for any reason, please inform the school as soon as possible and on the first day of absence. If your child has had sickness or diarrhoea, he/she should stay away from school until free of symptoms for twenty four hours.

If your child becomes unwell during the school day, or has an accident, you will be notified as soon as is practicable. If you are not available, the person(s) specified on the Contact Form will be notified. Please keep the school informed of any changes to personal circumstances. The Contact Form is a vital link.

The majority of staff have been trained in First Aid with some to a very high specification. If it was felt that your child required medical attention, every effort would be made, provided that it did not interfere with the required pace of action, to ensure that you were able to accompany them if it were necessary to have them transported to a surgery or hospital. Incidents of this nature are rare.

Attendance.

Please be aware that children have a right to a broad and balanced education and this is the premise on which the School approaches attendance. Punctuality is required. Repeated lateness may be regarded as a failure to attend school regularly. The School has a statutory responsibility to record attendance, unauthorised absence, lateness and permitted absence. The school actively encourages parents to ensure their children are compliant.

- Permitted absence.
 - Sickness or unavoidable cause
 - Religious reasons
 - Lack of transport where school is beyond walking distance
 - Taking part in approved public performance
 - Absence following the death of a close relative
 - Exclusion from school
 - Receiving part-time / temporary education in another authorised place
 - Approved sporting activities
 - Medical / dental appointment (whenever possible, these should be outside normal school hours)
 - Other exceptional circumstances. These will be decided on by a case-by-case basis.

- All other absences will be recorded as unauthorised and, therefore, will be recorded as such.

All absences are to be explained in writing to the School.

Requests for absence owing to holiday during term time should be made on the Holiday Request Form. It is important to note that there is no right to leave of absence and Headteachers do have recourse to the courts should it be deemed appropriate. Permission is granted at the discretion of the Headteacher. Requests will be refused if your child has a poor attendance record; if it would be injurious to their right to education ; if national (statutory) tests are taking place at the time of the intended leave of absence.

Attendance rate.

The School has a proud attendance record which indicates that children enjoy coming to school.

Attendance at Thrussington School was 97.4%, which is above the national average.

Medicine and the treatment of minor injuries.

Teachers should not administer medicines in school other than in the exceptional circumstances outlined below. The school has been advised that medicines which children would take whilst they are well enough to attend school, can be taken out of school time. Parents may administer the medicine, on school premises with the agreement of the

Headteacher.

The exceptions referred to are treatments for asthma, diabetes or allergic emergencies. Please contact the school, immediately, if your child needs to take medicine for these conditions. All medicines must be in a named container with clear, written instructions for their use.

Health checks and the School Nurse.

Part of the role of the school nurse is to monitor children's development and to discuss health matters with children and parents. There will be no intervention without prior, parental consent. If you wish to partake of the service, please contact the school for an appointment to be made. The school will seek advice, if necessary, from medical professionals such as: paediatricians, audiometricians, speech therapists, physiotherapists and occupational therapists. Consultation with parents will have taken place beforehand and consent obtained. The Health Protection Agency will be contacted in the event of relevant concerns.

Child Protection.

Thrusington School takes very seriously its duty to protect and safeguard the welfare of the children entrusted to its care. The Headteacher is the Designated Senior Lead for child protection issues and Miss Alison Oatey is the Deputy Designated Lead for safeguarding. There is a commitment to the School's following the Leicestershire Area Child protection Committee and D. f E. procedures. All children have a right to receive the highest possible standard of care and be protected from abuse in all its forms.

Thrusington School takes the view that it is of the utmost importance to have effective and efficient systems in place to protect children and safeguard their welfare during their time at school. This means that staff and volunteers must be alert to possible concerns about every pupil and to report them in an appropriate manner. The School has a safeguarding and child protection policy. Parents may request a copy.

It is important for parents to be aware that:

- Staff and volunteers in the School have a duty to report concerns about a child, whether this means that the child may be in need of additional support or help of some kind or whether it is thought that a child may have suffered abuse or at risk of suffering abuse.
- There are four categories of abuse: physical, emotional, sexual, neglect.
- In some cases, the School is obliged to refer children to children's social care staff for an assessment of their needs or to evaluate whether an investigation into possible child abuse is required. In many cases, there will have been discussions between school staff and the parents of the child and the situation and concerns will have been expected. However, parents may not be informed that the School has made a referral where, to do so, may compromise the safety of the child.

- Children’s social care tries to carry out its enquiries in a sensitive way. It has to gather information and, generally, it can be open with parents about the procedure being followed.
- Should you think that that your child may have been abused, you should contact the children’s social care office. If you think that that the abuse may have happened in School, contact the Headteacher, Mrs. Moore, as the Designated Senior Lead for Child Protection. If you think your child has been hurt, arrange a medical appointment. Comfort and reassure your child.
- If school staff express concerns about a child or refer a child to children’s social care, it is understood that this can cause distress or anger for the child’s parents.

For parents’ enquiries, please contact Mrs. Liz Moore, Headteacher.

Photography.

Parents and relatives of children should note that any images taken in connection with school activities or business is likely to include images of other children whose parents may not have given permission for them to be filmed or photographed. Such images should not be circulated more widely than the family; they should be used for the family’s interest only and there must be no contravention of the law. The school advises that any manipulation or distribution of images of children could result in prosecution.

Promoting British Values at Thrussington School.

The D. f E. has recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British Values in the 2011 Prevent Strategy and those values have been reiterated this year, 2014. At Thrussington Church of England School, we uphold and demonstrate those values in the following way:

Democracy.

The School Council.

Children from each year group are introduced to the concept of democracy; roles and responsibilities of everyone and the characteristics of effective representation. The children vote for their representatives in a manner which reflects freedom of choice and secret balloting.

The School Council meets with the Headteacher regularly every month, to discuss issues raised in class meetings or through the “Voice Box” procedure. The Council has its own budget and respects the fact that it is instrumental in bringing about change.

Each year, the school works with Charnwood Borough Council to demonstrate to all the children how democracy works in the wider community. Children have also witnessed the national and voting procedure by speaking to officials.

The Rule of Law.

The importance of laws are consistently reinforced at Thrussington School. Representatives from the police are invited to speak to all children about roles and responsibilities within the community and the duties of citizens. Representatives from other walks of life are invited to talk about their roles and sets of values and procedures e.g. a scientist from a local, international pharmaceutical company discussed the moral responsibilities of drugs' companies and scientists. The Christian values practised within the school are linked to the rule of law and the children are taught about the rule of law within other faiths too. Inclusion and Equality and Diversity are a significant part of the school's practice at every level e.g. classroom to employment.

Pupils are taught about the rules of the school and their principles. Children are involved in reviewing those rules. Children are taught to respect laws because of the freedom they apportion to all individuals providing protection, rights and responsibilities and clarity and constancy in respect of sanctions. Pupils are taught to value and respect the reasons which underpin the rules.

Individual Liberty.

At Thrussington C. of E. Primary School, pupils are actively encouraged to make choices, safe in the knowledge that they are in a safe and supportive environment. The ethos of the school educates and provides boundaries for children to make informed choices through a broad and balanced curriculum which addresses the needs of everyone and prepares them for life. Pupils are encouraged to know, understand and exercise their rights and freedoms, whilst remaining respectful of their responsibilities and respect to and for others. The school actively provides a sense of responsibility for the national and international community through its work with charities. The children are advised on how to exercise choices safely and appropriately e.g. through P.H.S.C.E. and e-safety.

Mutual respect.

Mutual and self-respect are core principles of this school's practice. Children are taught that their attitudes and behaviour have an effect on how they conduct their own lives in relation to others. Children are made aware of their own uniqueness and their worth and to see that in others. They are taught that there is a need to protect those qualities for the common good.

Tolerance of those of Different Faiths and Beliefs.

Thrussington promotes diversity through the celebration of different faiths and cultures. Religious Education lessons, Collective Worship, P.H.S.C.E. and all curriculum subjects, as well as extra-curricular activities, reinforce messages of tolerance, self-respect and respect for others. Members of various faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

Section 2 – The Curriculum.

Thrussington C. of E. Primary School, as an academy, has chosen to implement the National Curriculum as broad, balanced, deep and enriched provision. The school provides an inclusive curriculum to ensure that all pupils participate fully and it is constructed to provide the teaching of discrete subjects with the linking of subjects where appropriate. This enables children to master specific subject skills and knowledge and apply them in a cross-curricular way, thereby ensuring depth of knowledge. The School has implemented the new Agreed R.E. Syllabus, 2016 – 2021.

“ ... from a close knowledge of the children, teachers plan work that meets their individual needs extremely well and at the same time reinforces the underpinning values. Given this quality of provision, pupils flourish.” Ofsted.

General Introduction

The curriculum comprises the following subjects:

The five core subjects:

English
Maths
Science
Religious Education
Information & Communication Technology

The eight foundation subjects:

Technology
History,
Geography,
Music,
Physical Education (P.E.),
Art

Modern Foreign Language (French)

Personal Health Social Cultural Education (PHSCE)

Social, Moral, Spiritual and Cultural and British Values teaching takes place throughout the school.

The school employs a variety of teaching approaches and styles to ensure that learning is effective. Classroom organisation, which includes whole class, groups, individuals, is a significant element in this. Endeavours to match styles of teaching and provision to pupils' needs, whilst reflecting the requirements of the curriculum, is crucial to success.

Communication between home and school takes a variety of forms but is emphasised as being integral to pupils' progress.

The Early Learning Goals.

In the Early Years Foundation Stage, (Reception), the work is planned to help the children achieve and, where appropriate, exceed the Early Learning Goals. The Early Years Foundation Stage (E.Y.F.S.) is divided into the two sections of prime and specific areas. Under those headings, the areas of learning are found and organised thus:

Prime areas.

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| Personal and Social Emotional Development. | Self-confidence. |
| | Managing feelings and behaviour. |
| | Making relationships. |
| Physical Development. | Moving and handling. |
| | Health and self-care. |
| Communication and Language. | Listening and attention. |
| | Understanding. |
| | Speaking. |

Specific areas.

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|------------------------------------|--|
| Literacy. | Reading. |
| | Writing. |
| Mathematics. | Numbers. |
| | Shape, Space and Measures |
| Understanding of the World. | People and Communities. |
| | The World. |
| | Technology |
| Expressive Arts and Design. | Exploring and Using Media and Materials. |
| | Being Imaginative. |

The National Curriculum.

Year One.

The activities planned for these areas allow children to learn in a way that is considered most appropriate for their stage of development. Each child will have different needs and we try to ensure that the programme is appropriate for the individual.

The National Curriculum has two, linked aims: to promote the spiritual, moral, cultural, mental and physical development of children and to prepare pupils for the opportunities, responsibilities and experiences of adult life. The Curriculum which encompasses the National Curriculum and other aspects, is planned to include the following subject areas: English, Mathematics, Science (which includes Sex and Relationships Education), Computing, Geography, History, Music, Physical Education and games, Religious Education, Art and Design, Design and Technology, Thrussington teaches French, Personal, Social, Health Education (P.S.H.E.) and Citizenship. In addition, the personal and social needs of children are recognised and every effort is made to ensure that they develop physically, aesthetically, socially and morally as well as academically.

Children's progress is tracked from entry through their time in EYFS using development matters, ages and stages. Continuing progress is tracked using a commercial tracking programme. At the end of their first year in school, children will be assessed as to whether they have reached the Early Learning Goals for each of these areas (ELG). Children in Class 1 work very creatively and follow topics which allows for personal interests. Many of the above areas overlap and support each other, lending themselves to a fully creative curriculum approach to learning and development.

At Key Stage 1, a proportion of the timetable is given to developing accurate speaking and listening skills, the teaching of reading and working at practical and more formal tasks in Maths and Science. They will also use equipment (including computers and computerised equipment) with a growing independence. Children are encouraged and directed to use and enjoy books of many kinds – all children they have full access to a well resourced library and to the Leicestershire Library Service's Library Van. Appropriate strategies are used to develop reading and writing skills. In the latter, the children are encouraged to progress from pictorial representation to "emergent writing" and then to independent writing. Similar steps are used in the development of skills in maths and science. Children are encouraged to develop positive social skills.

In Years 3 and 4, children build on the sure foundations laid down at Key Stage 1. Great emphasis is placed on continuing the development of the skills of reading, writing, speaking and listening, Maths and Science. The curriculum in these years becomes increasingly subject orientated, to cover the broad span of subject skills required by the National Curriculum. Emphasis is placed on producing work of a high standard.

In Years 5 and 6, earlier work is consolidated and children will produce independent work of increasing complexity. Emphasis is placed on good presentation and on producing work of a high standard. The latter prepares them well for transfer to the secondary phase of their education.

Pencils are used for all written work progressing to school pens when handwriting is firmly established later in Key Stage 2. "Biros", roller ball or any other pens are not allowed, unless, for specific reasons, it is judged to be an aid for a child.

Should you have any concerns or complaints relating to the Core or Foundation subjects within the curriculum, you are welcome to discuss these with the Headteacher.

Assessment

The school has an overarching approach to assessment which is founded on the principles of Assessment for Learning; children's progress is assessed during lessons as an on-going approach. In that way, issues and misconceptions are identified and addressed very quickly.

Effective assessment is essential for a school to match the teaching and learning to the children's ability and level of development, and to plan for the future. Assessments carried out using some of the following methods:

- *reading age
- * observing practical skills
- * spelling age
- *recognising when a child may not be making progress
- *written tests
- *creating opportunities for children to reflect on their learning and progress
- *talking to a child/group of children
- *regular mental Maths tests
- *questioning
- *giving timely and regular feedback to the children
- *listening to children
- *written pieces of work

Early Learning Goals takes place at the end of the Foundation year. This assessment acts as the base-line on which to judge a child's academic needs.

Key Stage 1 of the National Curriculum is formally assessed in the year of the child's seventh birthday.

Key Stage 2 formal assessments are made in the year of the child's eleventh birthday.

Teacher assessments of all children are made at the end of each academic year in the core subjects and also in the foundation subjects.

THE CORE SUBJECTS

The following are areas of coverage:

English

National Curriculum English consists of the following elements:-

Spoken Language

Reading

Writing

Spelling, Vocabulary, Grammar & Punctuation

The school uses a wide range of books from a core reading scheme, as well as using other fiction, poetry and reference books. There is a centralised Dewey classified library in school; the school contracts with the Leicestershire Library Service to ensure that reading resources are wide and varied and the school also makes available to all children, access to the Leicestershire Library Service's mobile library van. Supplementary materials and books are used to teach spelling and handwriting. The school teaches phonics in Foundation and Key Stage 1 every day using Letters and Sounds.

Mathematics.

The National Curriculum consists of the following elements:

Number Ratio & Proportion

Measurement

Geometry

Statistics

Algebra

The core principles of problem solving, reasoning and fluency are taught throughout all mathematical topics. Practical work is used to assist children's learning and understanding. For example, in number, counters, number tracks and games, real and plastic coins and numbered squares might be used in the early stages of counting, number recognition and number patterns such as tables.

Science

National Curriculum Science consists of the following elements:-

Working Scientifically Seasonal Changes

Plants Light

Animals, including humans Living Things & their Habitats

Forces & Magnets States of Matter

Rocks Everyday Materials

Electricity Sound

Properties & Changes of Materials Evolution & Inheritance

Earth & Space

The equipment and resources used to explore and investigate such topics as light, magnetism and electricity, include microscopes, batteries, magnets and lenses. The school ground and village environment are used to investigate living things and care of the environment.

Religious Education

RE teaching is guided by the Diocesan Agreed Syllabus. This is being changed and the new style will be compulsory from September, 2017. The school, however, has begun to trial the new curriculum. It is predominantly Christian in content with due regard being taken of the other faiths. Lessons are normally classroom based but drama and local visits play their part. A daily act of Collective Worship takes place and they are normally for all the pupils corporately. The Diocesan Board of Education themes are used.

Parents have the right to withdraw their child from collective worship and RE lessons, although incidences of this are rare in a Church of England Aided school.

FOUNDATION SUBJECTS

Children will study from the following:

Technology

A wide range of materials are available to staff and children including: scrap materials, real materials, construction, in order to plan, design, create and evaluate various structures. Opportunities are created for pupils to experience the work of adults in relevant fields such as: architects, builders, planners, students following environmental design courses etc.

History and Geography

The school follows a rolling programme of study in order to meet the requirements of the National Curriculum are met. Topics are weighted towards one subject or the other so that at the end of the year a balance between subjects has been achieved. Books, TV, computers, maps and globes etc. are used for these subjects. The school provides a range of visits, workshops, field trips to enhance and challenge the children's learning.

Music

Work includes singing lessons, percussion work, music on TV, live performances within the school and through visits, school productions, church services and input from specialist teachers – the school contracts with Leicestershire Music Service. A visiting music teacher holds lessons for various instruments and these are paid for by the parents. On occasions, Pupil Premium has been/will be used to support music development as being relevant to the identified needs of a child.

Art

The two main elements of the Art curriculum are identified as:-

Investigating and Making

Knowledge and Understanding

Children are given the opportunity to experience a wide range of materials and techniques, including -painting, model making, sewing, pottery and weaving. The children will also have the opportunity to study various artists.

PE and Games

The National Curriculum expects children to experience athletics, dance, games, gymnastics, outdoor adventurous activities and swimming. The school has access to the Village Hall as an indoor space, a trim trail as provision for balance and other elements of gymnastics, sited on a safe surface, a marked playground and a large playing field. The school has a contract with the South Charnwood Sports Partnership which supports the coordination of competitive sports between schools, the use of a local university and advice for the regular undertaking of a national sports' award. Regular PE and games tuition is provided both for enjoyment and to encourage the development of physical skills. Coaching skills for children are encouraged through an accredited programme. All children have the opportunity to take part in a variety of competitive games and the school offers a range of after-school sports and games clubs – attendance and impact are monitored. Children are actively encouraged to participate in sporting activities available within the wider community. Swimming is included for Years 5 and 6 in the summer term.

Information & Communication Technology

The school uses ICT to enhance the delivery of the curriculum and to provide opportunities for children to explore and investigate the potential of information technology. The school is

very well provided with IT equipment. The school has an array of types of computer, computer-assisted equipment, reprographic equipment and hand-held equipment. The children regularly use the internet to research appropriate subjects. It should be stressed that the web-provider the school uses, screens all the information that the children can access.

Modern Foreign Languages.

The school has elected to teach French and all children are taught the language from Reception through to Year 6. A whole-school programme is in place and the children learn through grammar, vocabulary, practical games, songs, dances, rhymes as well as through stories. Assessment of progress is carried out and is reported on to parents.

PHSE

The school follows the SEAL scheme of work (Social and Emotional Aspects of Learning) which provides the children with opportunities to develop their social skills and understanding of their own and others emotions. A belief in their own ability and an appreciation of the skills of others, is deep rooted from an early age.

House Teams.

The school has a house system to which all children subscribe. The year groups are mixed within the four house teams. The annual sports day is organised around the four houses and the team with the most points secures the House Cup.

Sex and Relationships.

Sex and Relationships is included in the school's curriculum for children in Years 5 and 6. Parents are invited to view the materials used and to discuss any aspect of it with the Headteacher, a Governor and the School Nurse (if available, to reflect the change in the school nurse service), in the wider area of health education work. It is possible for children to be withdrawn from Sex and Relationships education by parental request.

Religious Education.

Religious Education, at Thrussington School, is based upon the Diocese of Leicester Agreed Syllabus for Religious Education and the Leicestershire Agreed Syllabus for Religious Education. The School has begun to implement the new Agreed Syllabus 2016 – 2021.

The aim of Religious Education is to encourage and assist all pupils to explore, reflect and express their own response to the spiritual and religious approaches to life. The children will acquire a knowledge and understanding of Christianity and other religions, beliefs and practices. They will understand and respect how religious beliefs and values affect ways of living and develop a more reflective and caring approach to life. Tolerance and understanding will be considered very important. Daily acts of Collective Worship are of a broadly Christian nature, as required by the Education Reform Act.

The vicar, and other visitors, share in the leading of collective worship. Parents may exercise their right to withdraw their children from Religious Education of Collective Worship, under the Education Reform Act. Please speak to the Headteacher for further information.

The school has its own curriculum policy papers and schemes of work developed from the documents which form the basis of the procedures in school. Details of plans and the curriculum to be followed for the year are published in class newsletters. All work is carefully planned, assessed and recorded to ensure that every child has access to a broad, balanced, deepened and enriched curriculum.

A variety of teaching styles and methods are employed to meet each child's needs and requirements of particular age groups and subjects. Targets for individual improvement are set during each term and carefully monitored throughout each term. The targets are discussed with children and their parents and they are very clear about how they might improve their standards of achievement and are given the opportunity to do so.

Enhancement of the curriculum.

The school strives to provide an exciting, relevant and accessible curriculum. To this end, visits, workshops, visitors are used to widen the children's experiences. In addition, the school has initiated and customised many links with a variety of institutions, other schools and the general community to enhance the children's experiences. Each year, all children will be able to have access to places of interest and to attend workshops invited into the school, linked to their work. Such activities have included archaeology workshops by Leicester University; business plans with local industries involving the children growing, cultivating, packaging, producing for sale or use in recipes to local restaurants as part of a healthy eating project; Science workshops to inspire and challenge all children and the More Able. Children have the opportunity to participate in residential visits, the purpose of which is curriculum linked with an emphasis on social and personal development. "...In the lessons seen by inspectors the extent of their (the pupils) attention and concentration, and their collaboration together, were exceptional. They spoke of their enjoyment of the wide range of opportunities to take part in other activities. Attendance is consistently high as a result, and behaviour is excellent." Ofsted.

As a National Teaching School, Thrussington School is responsible for designing and implementing a number of programmes intended to raise standards of the teaching profession. They include post-graduate teacher training; professional development; school support; research and development. The School's staff are very highly qualified and provide training to other schools and the Headteacher is a National Leader of Education and an inspector. This is of benefit to Thrussington School because of the refined good practise brought to its classrooms, as well as to a considerable number of others. As a National Support School, Thrussington supports other schools in raising educational standards.

Music.

In addition to Music timetabled as part of the curriculum, instrumental lessons are available through the school and are provided by individual, accredited musicians. The lessons are

delivered by peripatetic teachers for a charge which will be agreed between parents and the tutor. Facilities are provided by the school.

Forest School.

Thrussington School holds the Platinum Forest School award for the quality of the work undertaken to enrich the curriculum. In principle, the purpose of the initiative is to promote outdoor learning, predominantly for the early years children; to allow them to pursue their own creativity and to scaffold skills and ideas. It is "... an inspirational process that offers children regular opportunities to achieve, develop confidence and self-esteem through hands-on learning experiences in a local woodland environment". For Thrussington School, the effect has been tremendous. All the children, from every year group, participate in the Forest School. Planning takes account of the national curriculum but fits the outdoor principles enabling the pupils to explore ideas, test theories, problem-solve, to experience the use of creative structures using everyday tools; to cook. The result is that we have children who are enthusiastic about learning, feel confident, proud and excited by responsibility. The School has been very fortunate in being supported by the wider community. Parents and friends of the School have given their time, skills and have supplied materials to improve the Forest School environment. The Forest School is situated in the school grounds but the area for use has been extended to a wood development, a parcel of which, the children are developing for the community. This work formed a recent submission for the House of Commons Speaker's Award, by the School Council – an initiative which encourages children to participate in, contribute to and feel responsible for their community. The Forest School is a wonderful opportunity for the children to learn about themselves; to explore the environment and to develop a sense of civic pride.

Homework.

Homework is defined as any work or activities which pupils are required to do outside lesson time. The School does give homework to the pupils which is appropriate to their age and educational development. Parents and Carers are a valuable part of the approach of reinforcing and extending the learning opportunities that homework can provide. Homework is a specific task related to what the pupil is doing at school and, only in rare cases, will it be a completion of work begun at school for its sake.

The purpose of homework is:

- To develop an effective partnership between the School and Parents and Carers in order to pursue the aims of education.
- To consolidate and extend skills, knowledge, understanding and independence.
- To facilitate engagement with members of the family and thereby, reinforce the importance of it as a discipline.

How Parents and Carers can help.

- Provide a reasonably quiet and conducive place for your child to complete their homework task.

- Make it clear to your child that you value homework and support the school by explaining how it aids learning. (Note: please speak to the class teacher if you need an explanation of the task).
- Encourage your child and praise them when they have completed a task and expect high standards.
- Share learning tasks such as spellings, multiplication tables, phonics.
- Encourage them to order their time so that they can enjoy recreational activities – these are very valuable.

School Clubs.

The School provides a range of clubs to reflect the interests of the children as well as providing opportunities for them to experience new ventures. Examples of Clubs are:

- Archery
- Cooking.
- Cross-country.
- Choir.
- Dance.
- Eco-club.
- Fencing.
- First Aid.
- Football.
- Gardening
- Golf
- Gymnastics.
- Coaching skills
- Hockey.
- Mad Science.
- Multi-sports.
- Orienteering.
- Recorders.
- Revision.
- Street dance.

Assessment.

Every child's progress is regularly monitored and swift and appropriate action is taken to ensure that he/she is on track.

The School has adopted an assessment programme and a tracking system since the national curriculum and assessment changed nationally.

- Children's progress is tracked from entry through their time in Reception, using Development Matters, Ages and Stages. At the end of their first year in school,

children will be assessed as to whether they have reached the Early Learning Goals for each of those areas (E.L.G.).

- At the end of Year 1, children's phonic awareness is tested in accordance with statute.
- On completion of Key Stage One, each child has his/her achievement levelled in accordance with the statutory Tests.
- On completion of Key Stage Two, each child has his/her achievement assessed in accordance with the Statutory Assessment Tests (S.A.Ts.).

In addition, as part of the triangulation of data collection, the school employs Qualification and Curriculum Assessment tests at the end of each academic year. As part of the on-going assessment of pupils' progress, the school uses the nationally accredited assessment of progress measures. The importance of this range of assessment is to ensure that each child makes the appropriate rate of progress as part of their fulfilling their potential. It should be noted that the on-going assessment of children's progress has been changed with the introduction of the 2014 curriculum.

More Able Children.

The school is intent on helping all children fulfil their potential. Through a variety of processes, children are identified who show a particular flair or ability in a particular subject or in subject areas. The class teacher ensures that the curriculum is appropriately differentiated for that child and resources allocated to ensure that he/she is able to extend their learning. The school has fostered links with other schools, particularly secondary schools from the state and independent sectors, to provide opportunities for children particularly from Years Five and Six, to attend workshops involving other children of similar levels of ability. In some cases, these are held on Saturdays. Clubs are selected to allow all children to develop their particular skills e.g. Mad Science and, where appropriate, the School will subsidise any cost to parents.

The school collaborates with other schools, particularly through the Teaching School, and other area groups, to ensure that best practice is served within this School and wider afield. The Headteacher works with the national project to support aspiring Headteachers, to promote those principles.

Children progress very well as a result of an enriched and appropriate curriculum.

Special Educational Needs and Disability. (See also the Local Offer on the School's web-site).

The school is intent on helping all children fulfil their potential. Special Educational Needs covers a very wide area and the school implements the new Code of Practice. Many children will benefit from additional support to help them make the most of the opportunities that the school provides. It may be the case that additional support will be provided by the class teacher or from other teachers or teaching assistants within the school. The school is able to call upon the special skills of the Leicestershire Educational Psychology Service, the

Specialist Teaching Service and specialist medical services. In some circumstances, classroom assistants, trained in specialisms, will work with individual children at certain times of the day and other children may have additional teaching time. Through its position as a Teaching School, the school has access to independent consultants, including educational psychologists.

The purpose of Special Educational Needs' provision is to ensure that all of the various needs of children in school can be met in a way that allows them full access to the school curriculum. The additional support may only be necessary for a short time or it may be considered necessary for the time that the child is at school, including secondary school, and Thrussington has very close links with those schools to ensure continuity and quality of provision. In all cases, parents are consulted about their child's progress and advice is given.

Children progress very well as a result of an enriched and appropriate provision.

General Matters.

Looked After Children.

Thrussington School is committed to the principal of providing support to pupils who are looked after.

Multi-cultural Statement and Equal Opportunities.

Thrussington School is committed to the principle of equal opportunities for all, regardless of age, religion, gender, race, creed, colour or ability. The school works within the recommendations of the Leicestershire Equal Opportunities Policy.

Community Links.

The school has a very special place within the community of Thrussington. The manner in which it works with the local church, as a learning resource as well as a place of worship, enables the greater community to participate in a range of events and activities with which the school is concerned. It encompasses such events as fund-raising, (the P.T.F.A., through its fund-raising endeavours, provides greater opportunities for the community to participate e.g. Burns'Night), school performances, eco-activities and support for children's learning. The School has been given a licence, by a local resident, to develop part of a newly planted, wood. The purpose is to enhance the Forest School provision for the benefit of the children but, ultimately, for the community.

The community, itself, is served by the School, and, indeed, welcomes involvement from groups such as the Local History Society, the Women's Institute and local businesses, through projects, performances, visits and workshops. Currently, the school is working

with a charity in the Philippines, through a member of staff who has direct links with the country, to broaden its links with countries challenged by poverty, the purpose of which is to give another, direct sense of purpose to the learning which takes place in our school and to engender a spirit of mutual care between Thrussington School and other schools.

Charity Work.

During each year, the children, their families and members of the community work for a variety of charities, local, national and international. The benefit of this is to engender, in the children, a sense of being able to make a difference to others who, for a variety of reasons, may not be as fortunate, and to instil a sense of having the capacity to give moral, spiritual and economic support on global, environmental, social and medical issues.

Recently, the school has supported, amongst others:

- charities selected by the church
- Rainbows Hospice
- The Salvation Army
- Leprosy
- The Blue Cross
- The Dogs' Trust
- Clic Sargent
- Macmillan Appeal
- British Heart Association
- Poppy Day
- Friends of Chernobyl's Children
- Various emergency and disaster appeals
- Red Nose Day
- Thrussington works very closely with and supports a school in the Philippines

Behaviour Policy & Pastoral Care.

Thrussington School practices a policy of nurturing an environment which is quiet, orderly, respectful and secure. One in which all can flourish. Good behaviour and excellent work is praised spontaneously, in governors' reports, media reports, letters, credits for achievement and merit. The school operates a weekly "Star of the Week" celebration; we praise good behaviour and excellent work as much as we can.

The school emphasises the value of good behaviour both within the school and wherever the school is represented. Clear links are drawn between good behaviour and all children being able to feel safe, secure, happy and fulfilled. Standards of behaviour are clearly laid down and understood. Children are encouraged to believe that the school operates a fair and just approach to administering its behaviour policy.

"Behaviour is excellent. New pupils are made very welcome and older pupils help the younger ones. The school has a very effective praise and award system, supported by a

weekly achievement assembly which values good work and positive attitudes.” S.48 (S.I.A.M.S.) inspection.

The school is committed to developing attitudes and conduct that are appropriate to living in a multi-cultural society. The school is opposed to racism and to any discrimination of any kind. We believe that teachers and parents must do everything possible to combat racially prejudiced attitudes within the school community and to challenge racist or hatred behaviour wherever it occurs.

Bullying.

Bullying, victimisation and physical violence of any kind will not be tolerated. The school recognises the broad range in which it can be manifest, the influence which bullying can have in undermining children’s self-confidence and affect progress. Bullying is not a common issue and a very robust system of educating children, staff, parents about what constitutes bullying and how it may be addressed, is in place. Nonetheless, the school recognises that it can occur and takes all steps to eradicate it. Should you feel that your child might be the victim of bullying, please contact the school immediately.

The school’s Behaviour and Anti –Bullying Policies are available on request. If any child’s behaviour or performance gives rise for concern, parents will be consulted swiftly and appropriate action taken. Children will be involved in the due process.

In extreme circumstances, the Headteacher would consider exclusion from school for particular times (for example, the lunch period or for a limited period), or permanent exclusion. Parents have the right of appeal against such an exclusion.

Racism.

As a Christian school, Thrussington believes in the equality of and equality of opportunity for all people in the sight of God. The School is unequivocally opposed to racism and to any form of discriminatory behaviour. Staff and parents must do everything possible to combat racial prejudice in the school community and to challenge such behaviour whenever and wherever it occurs.

Equality.

All children are educated to achieve their full potential in all areas of learning by developing and sharing their talents in a stimulating, Christian and enjoyable environment. The School is committed to ensuring that all children have the opportunity to achieve the highest standards and sense of fulfilment. The policies assist in ensuring that this applies to all children within the School, regardless of age, disability, gender, gender identity, ethnicity, religion, belief, non-belief, attainment or background. The School has a responsibility to carry out the Equality Duty for schools. The School’s web-site shows the various policies relating to equality.

The Equality Act, 2010 codifies laws relating to equality of opportunity. Everything practised by the School must be fair in its intent and application; non-discriminatory and not setting

disadvantage. The School must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- admission
- provision of education
- access to any benefit, facility or service
- exclusion

School Communications.

General notices.

The school produces a Newsletter to reflect each month of the academic year, which is available on line or as a hard copy on request. A regular contribution is made, by the school, to the village magazine, "Thrussington Life".

Children will bring home letters to inform you of planned events. You will be asked for consent to your child participating in a wide variety of activities, where it is exceptional to the normal school day and your consent will always be sought if your child is to be taken out of school to participate in an activity beyond the normal school day, e.g. a walk around the village as part of a study in Geography. However, since the use of the Village Hall and church is part of the normal delivery of, e.g. the P.E., drama curriculum, then your consent will be implied.

It is important that any reply slips are returned to school. Risk assessments of frequently used places in addition to those for exceptional visits are always stringently carried out.

The School has access to Teachers2Parents, a text messaging system, and makes use of it wherever possible as a quick method of communication.

Each child has been allocated a security password, known to parents, and this is to be used for specific messages to the School.

Information about your child's progress.

As each child moves into a new year group, you will be provided with a class newsletter outlining the areas of study and domestic issues. You will be invited to meet your child's teacher at a Parents' Evening part way through the beginning of the new academic year. The purpose of this meeting is to provide an opportunity for discussion relating to how well your child has settled in. This does not replace the opportunity to make appointments or meetings between you and your child's teacher at any other point during the term. A second Parents' Evening will be arranged part way through the Spring Term, the purpose of which is to discuss your child's progress in more depth.

Parents will receive a written report towards the end of the school year. There will be an opportunity for the report to be discussed at the end of the school year.

It is imperative that parents bring any concerns to the attention of teaching staff, or the Headteacher, as soon as possible.

All members of staff are aware of the importance of children's wellbeing and of the fact that parents may notice signs of unhappiness or worry before it becomes apparent in school. In such a case, please notify a member of staff as soon as possible in order that the issue may be addressed. Class teachers have the day-to-day responsibility for the pastoral care of the children in their class.

In the event that you wish to speak to your child's teacher, or the Headteacher, you are welcome to call the school to make an appointment. Staff are usually available to speak to between 8.45 a.m. and 8.50 a.m., without an appointment.

School attendance.

Thrussington School has an excellent record for high school attendance which is consistently well above the national average. There is a direct correlation between school attendance and a child's progress. It is, therefore, not only a statutory duty for parents to ensure that their child receives an education but a child's right to receive a good education. The school values its partnership with parents with regards to ensuring that the best attendance rate is achieved. In the event of your child's being absent, please inform the school as soon as possible. Registration closes at 9.05 a.m., each morning and 1.05 p.m., each afternoon. As a matter of ensuring your child's safety, staff will make enquiries of a child's absence after those times if the school has not received information explaining their whereabouts. A letter, explaining a child's absence, will be required from parents as soon as possible.

Complaints.

In the event of your having any complaint, the school operates a Complaints Procedure. Most questions can be answered at school level and so your first contact should be with the Headteacher. If the difficulty is not resolved at this stage, then the formal procedure can be applied. The complaint can then be referred to the Chair of Governors. Details of the complaints' procedure are available at school.

Comparative Reports

SATs KS2 Summary

Reading, Writing and Maths (Test/TA). Expected Standard or Above

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|-----------------|----------------|----------------|----------------|----------------|----------------|
| | % | % | % | % | % |
| School | 90.0 | 100.0 | 100.0 | 63.6 | 77.8 |
| National | 75.5 | 78.5 | 80.0 | 53.4 | 61.1 |

Reading Test Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 100.0 | 100.0 | 100.0 | 72.7 | 88.9 |
| National | 85.8 | 88.7 | 89.1 | 65.9 | 71.6 |

Reading Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 80.0 | 85.7 | 71.4 | 27.3 | 44.4 |
| National | 44.7 | 49.7 | 48.7 | 18.7 | 24.7 |

Writing Teacher Assessment Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 100.0 | 100.0 | 100.0 | 81.8 | 100 |
| National | 83.2 | 85.1 | 86.7 | 74.0 | 76.2 |

Writing Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 60.0 | 85.7 | 85.7 | 45.5 | 44.4 |
| National | 30.5 | 33.2 | 36.0 | 14.7 | 17.7 |

Maths Test Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 90.0 | 100.0 | 100.0 | 72.7 | 77.8 |
| National | 84.7 | 86.0 | 86.9 | 69.8 | 74.9 |

Maths Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 50.0 | 85.7 | 28.6 | 36.4 | 22.2 |
| National | 41.1 | 42.1 | 41.6 | 16.6 | 22.7 |

Grammar, Punctuation and Spelling Test Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 90.0 | 100.0 | 85.7 | 90.9 | 88.9 |
| National | 73.7 | 76.4 | 80.1 | 72.5 | 77.0 |

Grammar, Punctuation and Spelling Test Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 70.0 | 85.7 | 57.1 | 27.3 | 22.2 |
| National | 47.6 | 52.3 | 55.7 | 22.5 | 31.0 |

Science Teacher Assessment Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| School | 100.0 | 100.0 | 100.0 | 90.9 | 88.9 |
| National | 87.5 | 88.1 | 88.8 | 80.9 | 81.6 |

Science Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % |
|-----------------|--------------|--------------|--------------|
| School | 60.0 | 100.0 | 71.4 |
| National | 37.9 | 38.6 | 39.9 |

Reading Scaled Score

| | 2015/16 | 2016/17 |
|-----------------|--------------|--------------|
| School | 105.6 | 107.3 |
| National | 102.6 | 104.2 |

Reading Progress Score

| | 2015/16 | 2016/17 |
|-----------------|------------|------------|
| School | 0.1 | 2.9 |
| National | 0.0 | 0.0 |

Writing Progress Score

| | 2015/16 | 2016/17 |
|-----------------|------------|------------|
| School | 1.5 | 5.5 |
| National | 0.0 | 0.0 |

Maths Scaled Score

| | 2015/16 | 2016/17 |
|-----------------|--------------|--------------|
| School | 105.5 | 103.7 |
| National | 103.0 | 104.2 |

Maths Progress Score

| | 2015/16 | 2016/17 |
|----------|---------|---------|
| School | 0.2 | -0.6 |
| National | 0.0 | 0.0 |

Grammar, Punctuation and Spelling Scaled Score

| | 2015/16 | 2016/17 |
|----------|---------|---------|
| School | 107.7 | 106.0 |
| National | 104.0 | 106.0 |

SATs KS1 Summary

Reading, Writing and Maths Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 66.7 | 70.0 | 92.3 | 66.7 | 64.3 |
| National | - | - | - | 60.3 | 63.7 |

Reading Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 66.7 | 100.0 | 92.3 | 66.7 | 71.4 |
| National | 78.8 | 80.6 | 82.1 | 74.0 | 75.5 |

Reading Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 33.3 | 30.0 | 61.5 | 55.6 | 35.7 |
| National | 28.9 | 30.5 | 32.0 | 23.5 | 25.2 |

Writing Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 88.9 | 90.0 | 92.3 | 66.7 | 71.4 |
| National | 67.3 | 69.7 | 72.1 | 65.5 | 68.2 |

Writing Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 22.2 | 20.0 | 53.8 | 44.4 | 21.4 |
| National | 14.9 | 16.1 | 17.5 | 13.3 | 15.6 |

Maths Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 77.8 | 80.0 | 92.3 | 66.7 | 78.6 |
| National | 78.0 | 79.9 | 81.6 | 72.6 | 75.1 |

Maths Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 44.4 | 30.0 | 61.5 | 33.3 | 28.6 |
| National | 22.9 | 24.2 | 26.0 | 17.8 | 20.5 |

Science Expected Standard or Above

| | 2012/13 % | 2013/14 % | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|--------------|--------------|
| School | 88.9 | 90.0 | 100.0 | 100.0 | 92.9 |
| National | 90.1 | 90.5 | 91.0 | 81.8 | 82.6 |

Science Above Expected Standard

| | 2012/13 % | 2013/14 % | 2014/15 % |
|----------|--------------|--------------|--------------|
| School | 33.3 | 40.0 | 61.5 |
| National | 21.8 | 22.3 | 23.3 |

Year 1 Phonics Pass

| | 2014/15 % | 2015/16 % | 2016/17 % |
|----------|--------------|--------------|--------------|
| School | 88.9 | 84.6 | 90.0 |
| National | 76.8 | 80.5 | 81.1 |
| LA | 75.9 | 80.3 | 81.6 |

DATA PROTECTION ACT. *Note: from May, 2018, the school will have adopted the General Data Protection Regulations.*

Thrussington C. of E. Primary School is the Data Controller for the purposes of the Data Protection Act. Information is collected about you and your children. This personal data is held and used to:

- support your child / children's learning and teaching;
- monitor and report on their progress;
- provide appropriate pastoral care and
- assess how well the School is doing.

This information includes your child / children's contact details, national curriculum assessment results, attendance information *, characteristics such as ethnicity, special educational needs and any relevant information.

School does not give information about your child / children to anyone outside the School without your consent unless the law or the School rules permit it e.g the publicity of an award, a celebration.

Schools are required, by law, to provide some information to the Local Authority (Leicestershire) and to the Department for Education.

****Attendance information is not collected for pupils under the age of five at Early Years' settings or Maintained Schools.***

Should you wish to see a copy of the information which is held by the School, please contact the Headteacher, Mrs. Liz Moore.

If you require more information about how the Local Authority and/or the D.fE. store and use this data, please go to the following websites:

<http://www.leics.gov.uk/schoolsfpn> and <http://www.teachernet.gov.uk>

OR

- **Information and Data Team**
Room 119,
County Hall,
Glenfield,
Leicestershire.
LE3 8RF
0116 305 6637
- **Public Communications Unit.**
Department for Education.

Website: www.dfe.gov.uk