

# Carr Green Primary School



## Prospectus 2010

Carr Green Primary School, Carr Green Lane, Rastrick HD6 3LT

[www.carrgreenschool.org.uk](http://www.carrgreenschool.org.uk)

# Carr Green Primary School - Prospectus 2010

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Choosing your child's school is one of the most important decisions you will take. Whilst the prospectus gives you a flavour of our school, the best way to judge if it is the right school for your child is to visit during the school day. We organise a number of opportunities for children and parents to visit before joining our Reception and Nursery Classes and welcome visits from people joining the school at other times. Please contact Mrs Bowyer, the Headteacher, on 01484 715969 if you would like to arrange a visit.

The information given in this booklet is valid at the time of printing. There may be changes affecting either the arrangements generally described in this booklet or in any particular part of them before the start of the school year to which it refers or in subsequent years. Please do not hesitate to contact the school should you require any further information.

**e-mail**    [admin@carrgreen.calderdale.sch.uk](mailto:admin@carrgreen.calderdale.sch.uk)

**web**        [www.carrgreenschool.org.uk](http://www.carrgreenschool.org.uk)



# Welcome

to Carr Green Primary School, a community school in the local authority of Calderdale.

I am very proud to have been Headteacher here since January 2004. Our Deputy Headteacher is Mr Paul Mashinter and our Chair of Governors is Mr Robert Parker, who can be contacted through the school. Our main aim is for children to be happy and to feel safe as we know that then they will achieve well. In fact overall, pupils at Carr Green make better than expected progress throughout the school.

This is a very exciting time for our whole school community as we are coming to the end of a multi-million pound refurbishment which will leave us with one of the best learning environments in the area. Our usual high standards of teaching and learning are being maintained during the work, which is due for completion in Autumn 2009. As usual, we have a wide range of exciting opportunities planned including working with visiting specialists, educational visits, extensive extra-curricular activities and family learning opportunities. We were also judged in November 2008 to be the first school in Calderdale to provide Extended Services at the highest level, Gold. This recognises the work that puts our school at the heart of the community.

The building work is not only refurbishing our building but is also extending our already extensive facilities. Our ICT suite has been more than doubled in size; we'll have four new classroom entrances and cloakrooms; a large new classroom to replace an existing smaller one along with a specially designed food technology room, an art room, a music room, library, two halls and a brand new kitchen. I am sure you can see why we are so excited!

I look forward to hopefully welcoming you and your child to be part of our school family.



Mrs Lesley Bowyer



We make use of our extensive grounds to take learning outside the classroom whenever appropriate.

# The School Ethos and Values

We are very proud of our school ethos, which was recognised by the NSPCC's Listening Schools co-ordinator as "wonderful!". We value everyone at the school as individuals and aim to make the school a place where people feel happy, safe and encouraged to achieve their full potential. Our pupils consistently attain very high levels and make good progress throughout school.

## Vision Statement

At Carr Green School we want all our children to: be happy, confident and well-rounded; enjoy and value learning; be proud of their own achievements; have high hopes for themselves and be well prepared for the future.

## Aims

### We aim for all our children . . . .

- 1)** To have the confidence to make informed choices that will enable them to lead a healthy lifestyle
  - a)** we encourage children to share their feelings and concerns
  - b)** we empower children to make their own decisions and resist peer pressure
  - c)** we encourage healthy eating
  - d)** we promote the enjoyment and benefits of physical exercise
- 2)** To have the skills to keep themselves and others safe
  - a)** we provide a safe and secure environment
  - b)** we treat children's concerns seriously and seek to resolve them
  - c)** we develop children's awareness of potential dangers and how to avoid them
- 3)** To enjoy learning with enthusiasm and be proud of their high achievements
  - a)** we take pride in all our children's achievements: moral, social, creative and academic
  - b)** we have a rich and diverse curriculum, and provide a wide range of extra-curricular activities
  - c)** we provide equality of opportunity
  - d)** we provide a stimulating and caring environment, responding to children's needs
  - e)** we strive for the highest standards of teaching and learning
  - f)** we recognise children as individuals and set realistic and challenging targets
  - g)** we develop children's understanding of themselves as active learners
  - h)** we prepare our children for their next phase of learning
- 4)** To make a positive contribution to their own lives and the lives of others
  - a)** we help our children to acquire the confidence and skills to deal with the types of experience they may come across in life
  - b)** we instil in our children a healthy respect for people, animals, property and the environment
  - c)** we work with everyone to develop positive relationships so they will choose not to bully or discriminate
  - d)** we enable our children to make decisions resulting in actions that support the school and wider community
  - e)** we prepare our children for the opportunities and challenges of living in a culturally diverse world
  - f)** we encourage children to show initiative and support them in the development of enterprising projects
- 5)** To be supported by families who value and are involved in their learning
  - a)** we keep parents and carers informed about their child's education and progress
  - b)** we encourage parents and extended family members to be actively involved in school life
  - c)** we provide opportunities for adults to develop their own skills and knowledge and to move onto further education
  - d)** we provide support and advice to families with the help of external agencies

## Safeguarding

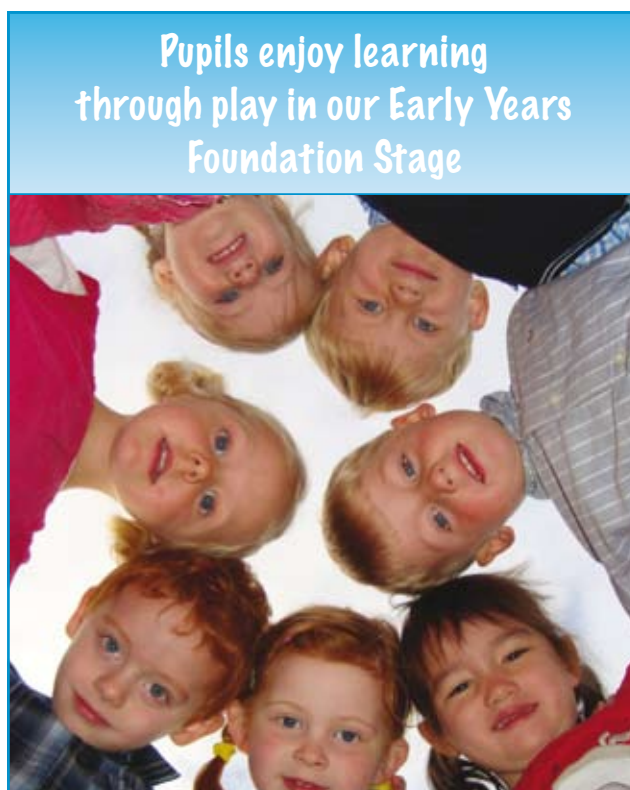
Carr Green School is committed to the safeguarding and welfare of children and expects everyone connected with the school to share this commitment. We are rigorous in ensuring that all appropriate checks are in place for any adult working in school, either paid or voluntary. Should you have any concerns about the welfare of a child please contact Mrs Bowyer, who is the Designated Teacher for Child Protection.

# Admissions to Nursery

Our nursery usually operates on a part time basis with 26 places each for the morning and afternoon sessions for pupils whose fourth birthday falls between 1 September of the year of admission and the following 31 August. Should there be vacant places, the Governing Body may offer some full time places, priority being given to pupils with special educational needs, social priority (in liaison with the Local Authority) and by age (older children first).

Our Nursery Teacher is currently Mrs Janet Christie and our Nursery Nurse is Mrs Shelley Simpson. Parents seeking a place in our nursery are asked to register their interest with the school office. All parents registered as interested will be contacted in the spring term and places will be offered after Easter. Children will start at staggered intervals in September, to enable them to settle in quickly in small groups.

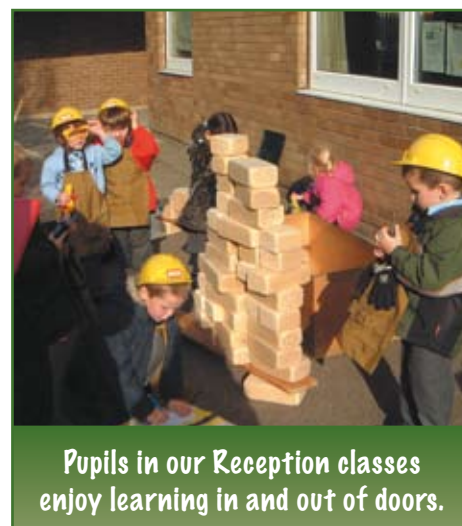
Please note that admission to our Nursery class does not guarantee a place in our Reception class – please see the Calderdale Admissions Policy on page 11.



# Admissions to School

Admissions to the school are administered by Calderdale Local Authority, in accordance with the policy (please see page 11). The published admission limit is 45 children for the reception year at our school.

- Admissions to Reception – children are presently admitted to school at the beginning of the school year (September 1 to August 31) in which their fifth birthday falls. Parents seeking a place at the school should register their interest with the school office. Application packs, including details of the closing date, will be sent to all parents registered as interested in the December before the child is due to start school. Places are offered by the local authority, usually around Easter. If your child is offered a place you will be invited to an Information Evening where you will have the opportunity to meet the staff, visit the classroom and find out more about our school. Your child will also be invited to visit and spend time in his/her new class on 'Transition Day', usually a Friday in July.
- Admissions to other age groups – parents seeking a place are asked to contact the school in the first instance to enquire about availability of places. If appropriate, arrangements will be made for parents and pupils to visit school and agree a suitable start date. Care is taken in settling in new pupils, to ensure the transition between schools is managed effectively.
- The school is committed to equal opportunities. Admissions for pupils with disabilities are arranged in full consultation with parents, carers and external agencies to ensure the child's needs can be fully met. Where the child is in receipt of a Statement of Special Educational Needs and the Authority has named our school as necessary to meet the child's needs, the child would be in the first priority category for admission (see Admissions Policy).



Pupils in our Reception classes enjoy learning in and out of doors.

| The School Day                    |                  |                  |
|-----------------------------------|------------------|------------------|
|                                   | Morning          | Afternoon        |
| Nursery                           | 8.55am - 11.25am | 12.45pm - 3.15pm |
| Reception & Key Stage 1 (Infants) | 8.55am - 11:55am | 1.05pm - 3.20pm  |
| Key Stage 2 (Juniors)             | 8.55am - 12.15pm | 1.00pm - 3.20pm  |

# Our School Curriculum

Ofsted judged our curriculum to be outstanding (February 2007). Our priority is to develop the whole child, where the child is seen as an individual and where both pastoral and academic considerations are of importance. Our school is, for most pupils, the start of their formal education. We therefore aim to ensure all children develop a love of learning, alongside the knowledge, skills and understanding that will enable them to achieve well throughout their education.

The Department for Children, Schools & Families (DCSF) breaks down formal schooling into key stages.



**Y6 pupils enjoying outdoor and adventurous activities as part of the annual residential visit, a highlight of their year**

| Stage                        | Year      | Age     | Curriculum  |
|------------------------------|-----------|---------|---|
| Early Years Foundation Stage | Nursery   | 3 - 4   | The Department for Children, Schools & Families provides the statutory framework which sets the standards for learning and development for children from birth to five. Children work towards the Early Learning Goals.   |
|                              | Reception | 4 - 5   |   |
| Key Stage 1                  | Year 1    | 5 - 6   | The statutory National Curriculum, the local Agreed Syllabus for Religious Education and non-statutory Personal, Social, Health and Citizenship Education and Modern Foreign Languages. The National Curriculum consists of three core subjects: English, Mathematics & Science and the foundation subjects of: Art & Design; Design & Technology; Geography; History; Information & Communication Technology; Music; Physical Education. |
|                              | Year 2    | 6 - 7   |   |
| Key Stage 2                  | Year 3    | 7 - 8   |   |
|                              | Year 4    | 8 - 9   |   |
|                              | Year 5    | 9 - 10  |   |
|                              | Year 6    | 10 - 11 |   |

Through the curriculum we are looking to develop children's knowledge, skills and understanding (both practical and intellectual) along with their values, interests and beliefs. We aim to deliver the curriculum in a way that excites children and enables them to enjoy learning. We use a creative curriculum to enable children to see the relevance of what they are learning and to make links with previous learning.

Instrumental lessons are available to all children through the Calderdale Peripatetic Music Service. Remissions may be available for families on low income. A range of instruments are available and lessons are held in school, for a fee paid directly to the Music Service. All pupils in Years 3 and 4 take part in free whole class instrumental lessons, learning trumpet through the 'Wider Opportunities' music programme.

Pupils in Years 3 and 4 also attend swimming lessons at Elland Swimming Baths, being taught by qualified swimming instructors.

All pupils from Reception to Year 6 learn French.



**Pupils enjoy using computers as part of Information and Communication Technology to support their learning in other areas. Our school is extremely well resourced and the computer suite has had a huge extension as part of the refurbishment.**

# Religious Education

The curriculum for Religious Education, based on the Calderdale Agreed Syllabus for Religious Education 2008, is a statutory requirement. The children have the opportunity to learn about different religions and cultures in order to prepare them for the culturally diverse society in which we live. Pupils take part in a daily act of collective worship of a broadly Christian character. We value the support of leaders of the local Christian Community who regularly lead our assemblies.

Parents have the right to withdraw their child from Religious Education and Collective Worship under Section 25 of the 1944 Education Act. Alternative work will be provided by the class teacher.

# Sex and Relationship Education

The Governing Body has adopted a policy for Sex and Relationship Education. The formal element of sex education will be taught for pupils in Year 6 with the support of the school nurse. Parents will be notified in writing before lessons begin and have the right to withdraw their child from sex education, although not the elements which form part of the National Curriculum for Science.

# Special Educational Needs

The Special Educational Needs Code of Practice was revised in 2002 and includes the rights and duties introduced by the SEN and Disability Act 2001 and Regulations. Our Inclusion Manager is Mrs Barbara McKinley and the member of the Governing body with responsibility for Special Educational Needs is Mrs Marion Greenhough. Special Educational Needs is a standing item on the Head's Report to each meeting of the full Governing Body. The policy for Special Educational Needs is reviewed annually and is available in the School Policy File in the main entrance of school and on our website.

There are three stages of actions and interventions. The first is called School Action, when interventions are additional to, or different from those provided as the school's usual differentiated curriculum and strategies. The interventions will form the basis of an Individual Education Plan (IEP) for the child. At this stage the class teacher is responsible for working with the child on a daily basis and for planning and delivering an individualised programme of learning where appropriate. The Inclusion Manager supports the class teacher in setting, monitoring and reviewing the IEP.

The next phase of the action and intervention is School Action Plus, when the support and advice of external agencies is sought, for example the Speech and Language Service, the Educational Psychology Service and the Behaviour and Attendance Service.

The last in the series of actions and interventions is the issuing of a Statement of Special Educational Needs following a formal assessment process. Children who have a statement will have quite complex needs.

The school actively seeks to work with parents and recognises the value of their support in enabling pupils at the school with special educational needs to achieve their potential. The school keeps registers of under-achievers and more-able pupils as well as a register of pupils with medical needs. Our school achieved the 'Dyslexia Friendly Schools' status in October 2007. All staff are trained in ensuring we meet the needs of dyslexic learners. We are currently in the pilot project for the 'Inclusion Development Programme'.

# Homework

The school has a Homework Policy, which has recently been revised in consultation with parents, pupils, staff and governors. A copy is available in the School Policy File in the main entrance of school. We value the support of parents in encouraging children to complete homework set.

The work will vary depending on the age and ability of the child and may include: reading (books and learning key words), phonic (sounds) work, spelling, mathematics and finding out information to support work in school. Pupils also complete 'Learning Logs' which encourage creativity, independence and personalised learning. A class newsletter will be sent home each term providing information about work being covered and homework routines.



Older Key Stage 2 pupils are given a planner as part of our focus on 'learning to learn'

# Disabled Pupils and the School's Accessibility Plan

The school has an 'Accessibility Plan', included in our School Improvement Plan. This sets out how the Governing Body plans to ensure the school building and curriculum are accessible to all pupils. Work in recent years to improve accessibility has included developing disabled toilet facilities, creating disabled access into school and widening pedestrian footpaths. Our Building Refurbishment will make our school building fully accessible. We hold the 'Dyslexia Friendly Schools' status and have worked with the Behaviour and Attendance Service on an innovative project to develop multi-sensory learning. We also have an Equality & Community Cohesion Policy which sets out how we prevent anyone, disabled or able bodied, from being treated less favourably than other pupils.

## Volunteers in School

A number of parents and grandparents help out in school in a voluntary capacity. We really value such help and run a short information session at the start of the school year for all helpers. We also produce a Volunteers' Handbook. All people working in school, including volunteers are required to have a Criminal Record Bureau Check, a simple procedure to ensure we protect children in school.

## School Uniform

We are very proud of how smart our pupils look at school. They wear a uniform consisting of the following:

A navy skirt or pinafore dress, grey trousers or shorts, a light blue shirt or blouse, the school tie and a navy blue sweatshirt or cardigan. Girls also have the option of a blue and white striped or checked gingham summer dress. Sensible school shoes, not trainers, should be worn and no jewellery other than watches and small plain stud earrings for pierced ears should be worn. Make up, nail varnish and extreme haircuts are not allowed. School ties, sweatshirts and cardigans with the school logo can be purchased from the school office.

The uniform for Physical Education consists of dark blue or navy shorts, a house t-shirt and slip-on pumps or similar suitable footwear. Girls also have the option of wearing royal blue or black leotards. Earrings and watches should be removed for PE and given to a member of staff for safe keeping. Where ears are newly pierced, earrings should be taped over for PE or covered by a swimming cap for swimming. House t-shirts are available from the school office.



## School House Teams

Children will become members of one of the following houses: Kingfisher (green), Nightingale (red), Osprey (yellow) and Skylark (blue). Various inter-house competitions are organised throughout the year. Children are also awarded house marks and the house point cup is awarded each week.



# Extra-Curricular Activities

We are very proud of the rich variety of extra activities available to pupils at our school. Details of the extra-curricular clubs are sent home at the start of each school year. The activities currently available are: football, netball, dance, gymnastics, sign language, trumpet, sudoku, choir, chess, sport skills, clay, cooking, sewing, cross country, business, multi-skills and judo. Older pupils also run some activities, with adult supervision. We also have a very extensive programme of family learning events throughout the year, which has been recognised nationally as outstanding.

# Strengths of the School

We are very proud of our school and are constantly looking at how we can make further improvements. We regularly seek parents' views as part of our self-evaluation, which helps to inform our future school improvement plans. In our annual parental questionnaire, July 2009, 98% of parents said their children were happy at school. Ofsted (February 2007) judged our school to have many outstanding features.



**The Year 6 Leavers' Concert is one of the many exciting opportunities for children to take part in performances**

We are particularly proud of our provision for sports and the arts and recognise the role that these subjects have in developing children's creativity and self-esteem, which in turn helps them to achieve better in all areas of school life. We take pride in the progress children make at Carr Green School and are continuing to develop our pupil tracking systems to enable us to monitor the progress of each individual child, set challenging targets and respond to pupils' needs.

We are also proud of the way in which pupils are actively involved in school life. They show great initiative and independence through projects such as Befrienders and Playleader schemes, taking responsibility for running the fruit and vegetable scheme for younger pupils, running an effective school council, organising house captaincy and jobs of responsibility.

Our Family Learning programme offers a wide range of events for adults and children, such as Family French, first-aid, fishing, arts and crafts, science, parenting skills and maths. Mrs Whitwam co-ordinates the programme and is always pleased to hear what families would like to see included.

Carr Green was the first school in Calderdale to be recognised as offering the Extended Services full core offer at Gold Level - the highest possible standard.

# Parents and Teachers' Association

Our school has a very effective PTA, which organises a range of social and fund-raising events throughout the year. All parents are automatically members of the PTA and are very welcome at the termly meetings and all events. The association has helped the school to provide state-of-the-art ICT equipment, water-coolers, visiting theatre groups, playground equipment and furniture and will be helping us to replace some reading scheme books.

## Information for Parents

Parents are welcome in school at any time, although if wanting to speak to the class teacher please bear in mind that the start of a school day is a busy time. Please do let us know if you or your child have any concerns. We aim to keep parents fully informed about their child's progress and about events in school. An information board and a file of school policies are available in the main entrance hall. A "Parents' Handbook" is sent home at the start of each school year, with useful information. A fortnightly newsletter, 'Newsflash', is sent home with pupils, and is available on our website along with a copy of the menu for school meals. The termly class newsletter provides information about achievements, curriculum topics, special events etc. There is a suggestions box in the main entrance. Mrs Bowyer, the Headteacher, is always happy to meet with parents and is usually available for informal chats in the playground at the start of school.

Each term, pupil progress reports are sent home and parents' evenings held, when parents can come along and discuss children's progress. The open evening in the summer term is held after written progress reports are sent home, providing an opportunity for parents to discuss the report.



The PTA organises a range of social and fund raising events, including the very successful Summer Fayre

## School Meals

Our meals are freshly cooked and are excellent value at £1.75 per day. Our new state-of-the-art kitchen opened in February 2009. Children can choose to have a school meal on any day but must bring dinner money on the Monday in an envelope clearly marked with their name and the days on which a school meal is required. Parents can choose to pay for half a term with one cheque – details will be provided before the start of each half-term. Cheques should be made payable to 'Carr Green School'. Applications for Free School Meals may be made direct to the Benefits Assessment Unit of the Corporate Services Directorate, Princess Buildings, Halifax. Please do not hesitate to seek advice from the school office in case of difficulty.



There is an excellent choice of meals each day, with fresh salads always available.

## Absence from School

We do ask that parents avoid taking children out of school for holidays during term time, as research shows that some children find it hard to catch up on the learning they have missed. In instances where it is unavoidable, parents should write to request permission for a child to be absent. If a child is ill, we ask that parents notify school on the first morning of absence and send a note to confirm the absence when the child returns to school. Children should not attend school if they have an infectious illness or within 24 hours of having sickness or diarrhoea.

# Calderdale Oversubscription Criteria for Community Primary Schools

## PRIORITY FOR ADMISSION

For a community or voluntary controlled school the order of priority for admission is:-

### 1<sup>st</sup> Priority Category:

- a) Pupils who are in receipt of a Statement of Special Educational Needs (in accordance with the 1996 Education Act) where the Authority has named a particular school as necessary to meet the pupil's needs.
- b) Pupils who are in public care (looked after children).

### 2<sup>nd</sup> Priority Category:

Pupils who have a brother or sister (or step brother or step sister living in the same household) attending the school, or its associated junior school, at the time of admission.

Parents should be aware that a sibling link cannot be claimed where a sibling in receipt of a Statement of Special Educational Needs is attending in a resourced unit within a mainstream primary school.

### 3<sup>rd</sup> Priority Category

Proximity of the child's home to school, as measured by the shortest walking route, wherever possible on lit and metalled roads. Measurements will be made from the centre point of the dwelling to the main entrance of the school.

### NOTE

Where a pupil lives with parents with shared responsibility each part of a week, parents must state which is the predominant address together with details. Over-subscription criteria will be considered on the basis of the predominant address and parental preference.

## ADMISSIONS TO NURSERY CLASSES

The admission arrangements to Nursery units are similar to those applying to Primary Schools excepting the parental right of appeal.

All children are required by law to start school at the beginning of the term after their fifth birthday.

The law does not require the Local Authority to provide nursery education. Parents therefore have the discretion to send their children to nursery classes in Calderdale.

- a) The general policy is to admit children to nursery classes in the September of each year providing their fourth birthday falls between 1 September of the year of admission and 31 August of the following year.
- b) For administration purposes all children should be registered by 31 January of the year of admission.
- c) Headteachers of Community and Voluntary Controlled Schools will be in a position to make an offer of a place around Easter prior to the September that the child is to be admitted.
- d) There is no advantage given to any parents on the grounds that they made an application to a particular school at an earlier date than other parents i.e. a waiting list is for recording purposes only, it is not an admissions criteria.
- e) Nursery classes do not have defined priority zones, although consideration will be given to the length of journey to the nearest school.
- f) Places will be offered initially on a part time basis. Any full time places will be offered at the discretion of the Headteacher in consideration of social and educational needs (see priority criteria) and age order preference.

Three full time equivalent (fte) places are reserved for children recommended for admission by the Area Medical Officer; the Group Director of Schools and Children's Services or the Health and Social Care Directorate.

If these places are not fully allocated in September; they will be retained until Autumn half term break, after which date they may be filled in accordance with the admissions criteria.

## g) PRIORITY FOR ADMISSION

### 1<sup>st</sup> Priority (initially )

- i) Pupils who are in receipt of a Statement (in accordance with the 3 fte places in a 26 Education Act 1933) where the Authority has named a particular fte place class and unit as necessary to meet the pupil's need. 6 in a 52 fte place class)
- ii) Consideration will also be given to children recommended for admission by the Area Medical Officer; or the Group Director of Schools and Children's Services or the Group Director of Health and Social Care, according to the following priority criteria.

- Children with physical and/or learning disabilities.
- Children on the Child Protection Register or children suspected of being at risk of non-accidental injury or to prevent family breakdown.
- Children where nursery provision is vital to a child's development. Development means physical, intellectual, emotional, social or behavioural development as defined in Children Act 1989 Sec 17.
- Children with English as a Second Language.
- Where a single unsupported parent needs to work to maintain the child.

NB In the case of a single unsupported parent who already has a job they will be deemed to satisfy the condition in this paragraph. This includes training, studying and access courses.

### 2<sup>nd</sup> Priority

Pupils who have a brother or sister attending the school or its associated Junior School at the time of admission.

### 3<sup>rd</sup> Priority

Proximity of the child's home to the nursery as determined by the shortest safe walking distance.

## \* PARENTS PLEASE NOTE

Children cannot have a place in two Education nurseries at the same time.

Once a child is admitted to a Nursery unit, a place cannot be accepted in another Nursery unit unless the child moves house or forfeits the original place.

As Nursery provision is not available at every school, admission to a Nursery Unit of a particular school DOES NOT GUARANTEE admission to a reception age class of that school.

You will be expected to sign a brief statement to say that you understand this when your child is admitted to a Nursery Unit.

