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## Welcome



On behalf of the children, their families, staff and governors - welcome to Linby cum Papplewick Primary School. We hope that this prospectus for the school year 2019/2019 will provide you with a glimpse of this very special place.

I am blessed to have been part of this wonderful school for over 20 years and to be part of a dedicated, experienced, professional, hard working and loving team – that: recognises that everyone is loved by God; recognises the preciousness of children; values childhood; is committed to providing the very highest standards of education and to the school's values and vision (outlined overleaf – Mission Statement); and that feels privileged to have the wonderful responsibility of caring for, nurturing and educating the children of this community.

Our relationships with children, parents, the church and our community are central to the school's family atmosphere and we look forward to you and your children being a part of it.

Domenico Conidi  
Head Teacher

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Nottingham  
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**Head Teacher** Mr Domenico Conidi

**Chair of Governors** Mrs Janet Brothwell

*Please note that, wherever parents are mentioned in the prospectus this will also apply to those who have legal responsibility for the child.*



# LINBY - cum - PAPPLEWICK

C of E Primary  
School  
Quarry Lane  
Linby  
Notts NG15 8GA  
Tel: 0115 9634282



## Introduction

Linby cum Papplewick Primary school is a small Voluntary Aided, Church of England Primary School. The senior leadership of the school is Christian, the Head Teacher is commissioned by the church and the Rector of the Parish is a member of the Governing Body. The school is Christian and God's love should permeate all that happens in school - prayer and collective worship are valued and essential parts of daily school life.

The school is situated in an attractive rural setting surrounded by woodlands and open fields in the village of Linby, just north of Nottingham.

***'This is an excellent church school with a Christ-centred ethos pervading every aspect of its life. It is a place of learning with its motto 'Love life, Love Learning, Grow in Faith' evident in all it is and all it does.'*** SIAS Inspection Report 2009

There are 119 places for children aged between 5-11 years. The school is well resourced due to the strong support from the Church, Parents, Friends of Linby And Papplewick Primary School (FLAPPS), the LA and the Community.

***'The school has outstanding features and has made good improvement since the previous inspection.'*** Ofsted 2006

***'The school has improved significantly since the last inspection and has a good capacity to continue to improve in the future.'*** Ofsted 2009

***'Standards at the end of Year 6 have risen since the previous inspection.'*** Ofsted 2014

***'Leaders and governors are very clear about their ambitions for the school. They have successfully addressed actions from the previous inspection, leading to clear improvement.'*** Ofsted 2016

The high quality, dedication and care of all staff & governors ensure a happy atmosphere where the children achieve high standards in all areas of school life.

***'All staff are dedicated to the welfare of pupils and provide excellent pastoral care.'*** Ofsted 2009

***'Pupils have positive attitudes to their learning and want to do well. They work hard in lessons. Pupils feel safe at school and enjoy coming to school.'*** Ofsted 2014

***'Relationships at every level are characterized by Christian love and respect. The school is a nurturing community.'*** SIAMs Inspection 2014

***'Pupils are confident, self-assured and enthusiastic to learn.'***

***'They are ambitious for all pupils to achieve at the highest level.'***

***'Staff know and care for their pupils very well and relationships are strong. Teaching is good and staff set high expectations for pupils' learning.'*** Ofsted 2016



The children in school are arranged in the following classes:

Infant/Key Stage 1- (KS1)	Class Ash	Reception and Year 1
	Class Elm	Year 1 and Year 2
Junior/Key Stage 2- (KS2)	Class Fir	Year 3 and Year 4
	Class Oak	Year 5 and Year 6

At the end of the reception year some children will join the year 1 & 2 class whilst some children remain in the reception & year 1 class. This give us greater flexibility in provision and allows us to make informed decisions about which grouping and setting would be the most beneficial in meeting individual children's needs. The decision is therefore made on the basis of a variety of factors which include the child's learning style, maturity, attainment and self confidence.

***'Linby-cum-Papplewick provides an inspirational learning environment where all pupils feel unique, special and valued. As one parent commented, 'each child is part of the family here but each is treated as unique, as an individual'' SIAS Inspection Report 2009***  
***'Pupils love coming to school and their keen enjoyment of lessons significantly contributes to the good progress they make.'*** Ofsted 2009

***'Pupils are enthusiastic to learn and willing to take on challenges, displaying positive attitudes to learning in all age groups.'***  
***'The principles by which the school is led, as stated in its motto 'love life, love learning, grow in faith', permeate all aspects of school life.'*** Ofsted 2016

## Secondary School

At the end of the school year in which they are 11, the children transfer to secondary school – most parents choose for their children move to The National Academy C.E. School in Hucknall (we are a feeder school to the National). We work in partnership with National to facilitate the transition to secondary school by having events and lessons at the National School, and by holding summer term transition days & a 'Summer School'.

## Lunchtime

The majority of children and staff have a freshly cooked school lunch. Free school lunches are now available to all KS1 pupils. The quality of the lunches is exceptional. They are cooked on the premises by our dedicated kitchen staff who have been recognised by a Gold Food for Life Partnership Mark based on Food Quality, Provenance, Leadership, Education, Culture & Community Involvement.



The menus are reviewed regularly to meet high nutritional standards and accommodate the tastes of the children. The children sit in 'family groupings' with the older children acting as servers and helpers. This fosters friendships across the school – these friendships help children when they begin their secondary education. The midday staff encourage children to try new foods, use their cutlery correctly, wait for their friends to finish their meal, and show good manners at the table.

***'Pupils sit in 'family groups' at lunchtime and this develops outstanding peer support with the older pupils supporting and guiding the younger ones to ensure their social needs are met.'*** S.48  
Report 2006

***In the dining hall, older pupils act as servers for the younger children at their tables. They are pleased to do this, saying it is 'important to make sure they are looked after and happy too'.*** Ofsted  
2016

## Milk & Fruit

Fruit is provided free to all KS1 children. Milk is available to all KS1& KS2 children at a small charge payable in advance (free to under 5).



*Children whose parents are in receipt of Income Support are eligible to receive free lunch and milk. To ensure any benefits can be claimed parents need to contact the local area education office for further information well in advance of their child starting school.*

## School Session Times

8.40 a.m.     Doors Open  
8.50 a.m.     – 12.15pm  
1.25 p.m.     – 3.30 p.m



Curriculum time during the week (excluding register, the act of Worship and breaks) is 23 hours 45 minutes



## Wrap Around Care

Extended school provision – Breakfast Club, After School Club and Holiday Clubs are provided in partnership with The Zone at Applegarth Day Nursery. Sessions run from 7.15a.m. - 6.15p.m., 51 weeks per year. The zone run a pick up and drop off service to and from our school. Full and part time sessions are available. (See appendices for further details.)

## Uniform

We have a school uniform policy, which is strictly adhered to, and it is a condition of acceptance of a place that children will wear it.

## School Nurse

The School Nurse visits regularly to give routine medicals and carry out health checks. Parents may ask for an appointment to see the School Nurse if they have concerns over their child's well being.



## Admissions

### Admission Information

Church of England schools have a duty to live and share the Good News of Christ, to serve the wider community in the name of God and to nurture children from Christian families.

### Applying for a School Place

All admissions for rising 5's are by application. Please ring the school to add your child's name to the list.



Parents are given an application form early in the Autumn Term preceding the school year in which their child is five. Parents are invited to visit the school at this time to look around.

The criteria laid down in the Admissions Policy is strictly adhered to if more than 17 applications for places are made. Parents are notified during March/April by the LA, as to where their child has been allocated a school place for the next academic year.



## Admission Policy

The Governing Body is the Admission Authority and all decisions about admissions are made by a Committee of the Governing Body. The admissions process is administered by Nottinghamshire Local Authority on behalf of the Governing Body in accordance with the Nottinghamshire Coordinated Admissions Scheme. The school participates in the Fair Access Protocol. The home LA Common Application Form should be completed in ALL cases and the “school supplementary form” – should be completed for those applying under faith criterion.

Governors will admit pupils up to the Published Admission Number of 17. If there are more applicants than places available, the Governors will admit in the order of priority listed below. If the Published Admission Number is exceeded in any of the categories (1-8), then the Governors will look at each application and establish an order of admission with reference to the categories that follow.

Children, who have a Statement of Special Educational Needs or Education Health and Care Plan which names the School, will be admitted which will reduce the number of places available to other applicants.

- 1) ‘Looked After Children’ or children who were previously looked after. (see Definition 1 below);
- 2) Children who reside (see Definition 2 below) within the Ecclesiastical Parish of Linby cum Papplewick and whose parents/guardians are regular worshippers and involved in the life and work of St. Michael’s Linby cum St. James’ Papplewick (see Definitions 3 & 4 below);
- 3) Children who reside (see Definition 2 below) outside the Ecclesiastical Parish of Linby cum Papplewick and whose parents/guardians are regular worshippers and involved in the life and work of St Michael’s Linby cum St James’ Papplewick (see Definitions 3 & 4 below);
- 4) Children who reside (see Definition 2 below) at the same address, at the closing date of application, as a child who will be attending the School at the time of admission;
- 5) Children who reside (see Definition 2 below) within the Ecclesiastical Parish of Linby cum Papplewick and whose parents/guardians are regular worshippers and involved in the life and work of any Church which is a member Church of Churches Together in England/Council of Churches for Britain



and Ireland, and/or The Evangelical Alliance (see Definitions 3 & 4 below);

- 6) Children who reside (see Definition 2 below) within the civil parish of Linby on Linby Lane, Quarry Lane, Main Street, Church Lane and Wighay Road (up to and including No. 101) and the civil Parish of Papplewick (all within the Borough of Gedling);
- 7) Children whose parents/guardians have attended worship at St. Michael's Linby and /or St. James' Papplewick at least six times throughout the previous year.
- 8) Children who reside closest to the School 'as the crow flies'.

(This distance will be measured from the child's home address to the School pedestrian gate using the County Council's distance measuring software).

Tie breaker - In the event of two distances being equal, the local authority will measure to the next decimal point. If the measurements remain equal, lots will be drawn and the process will be independently verified.

**Special Circumstances:** The following children will be given special consideration in their application to the School and the Governors may accord a higher priority to the applicant.

Children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional, stating that the School is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

### **Admission of children below compulsory school age and deferred entry to school**

Admission authorities must provide for the admission of all children in the September following their fourth birthday. Where a child has been offered a place at the school:

- that child is entitled to a full-time place in the September following their fourth birthday;
- the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made; and



- if the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

Through discussion with school the parents may decide that it is in the best interest of the child to either have part time or delayed entry until later in that school year or until the child reaches statutory school age (the term after they are 5 years of age).

For children born between 1 April 2015 and 31 August 2015, deferring admission to compulsory school age would mean that they would be admitted into a different school year. You would not, therefore, be allocated a reception place in 2019-2020 and would have to apply for a year 1 place in the summer term 2020. This could mean that all places for year 1 have already been allocated and/or infant class size restrictions apply and it may not be possible to allocate a place at your preferred school. If you are thinking of this option, you should contact the school admissions team for further advice.

### **Admission of children outside the normal age group**

Parents may seek a place for their child outside of the normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Children should only be educated out of the normal age group in very limited circumstances.

Nottinghamshire residents should submit a request in writing to Nottinghamshire County Council's school admissions team as early as possible. The school's admission committee will make decisions based on the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, the child's medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. When informing a parent of the decision on the year group to which the child should be admitted, the parent will be notified of the reasons for the decision.

Where it is agreed that a child will be admitted out of the normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and



admission authority will process the application as part of the main admissions round on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. The parent has a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

If the Governors receive an application which contains fraudulent or deliberately misleading information, any offer place based on that information will be automatically withdrawn.

## Definitions

1. 'Looked After Children' or children who were previously looked after.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002.

Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2. "reside" refers to the home of a parent, legal guardian, foster parent or child in public care at which the child would predominantly live during the school week.  
(‘Predominantly’ means residing at the closing date for applications at least three nights out of Sunday, Monday, Tuesday, Wednesday and Thursday).

(For the 'date of residency' and guidance on moving house, please refer to the 'Nottinghamshire County Council



Admissions to Schools Guide for Parents'. For further clarification, telephone the NCC Admissions Team.)

3. "regular worshippers" means parents/guardians who have attended worship at least two Sundays a month throughout the previous year.
4. "involved in the life and work of" means demonstrable specific involvement in the Church apart from regular worship throughout at least the previous year.

### Late Applications

Late applications received by the Governing Body prior to the meeting of the Admissions Committee will be considered by the Committee to determine first whether there are justifiable reasons for the delay. They will be considered alongside other applications only if there are such reasons; otherwise they be considered after the other applications. The reasons will be those used by the Local Authority.

### Multiple Births

The admission of twins etc would be in line with the policy of Nottinghamshire LA.

### Admission Statement

Under the new co-ordinated scheme for admissions it is important to **be aware that should the school of preference for your child be our school then it would be wise to put us as your first choice on the application. This will not prejudice getting a place at any other school**, in the event that our school is oversubscribed. However, should you put another school as a higher priority than ours and you are allocated a place at that school, then that will be the school your child will automatically be offered a place at, irrespective of whether your application to our school was successful or not.

Admission profiles vary greatly from year to year as can be seen from the following historic data of the criteria under which children were admitted (refer to admission policy categories). As you will appreciate from the figures, whilst we are a popular school and oversubscription is common, patterns of admission are very unpredictable. **We would therefore encourage and welcome applications from anybody that would like their child to come to our school, irrespective of where they would fall within our admission criteria.** In the event of oversubscription the Governors apply the Admission Policy. There is a formal right of appeal against the Governors' decision but please be aware that an appeal should be either on the basis that the Governors' have not fulfilled their



responsibility properly or that there are outstanding reasons why a place should be offered. While there is no charge to the appellant, there is a substantial cost involved.

### Historic Application Analysis

Category	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
1	0	1	1	3	0	1	0	0	0	0	0
2	3	0	4	1	3	3	1	1	3	2	1
3	0	2	1	3	0	1	2	1	0	0	0
4	4	6	5	8	4	8	8	6	9	7	2
5	1	1	1	0	1	2	2	1	0	0	0
6	3	3	1	5	4	3	5	4	2	3	2
7 *	2	0	2	2	4	2	1	0	0	0	0
8	78	78	74	74	57	73	55	43	57	22	14

*Note - The criteria has been slightly amended over the years*

*7 \* New category for 2012/2013*

### **Starting School**

All reception children will be admitted on an agreed date during September 2018. Initially they will begin by just remaining for morning sessions to help them adjust to new routines (Monday 5<sup>th</sup> September). They will start full time in three small groups (Thursday 5<sup>th</sup> September, Thursday 12<sup>th</sup> September and Thursday 19<sup>th</sup> September – dependent on their date of birth with younger children starting full time on the later date). This enables them to be settled into new routines such as lunchtimes in smaller groups and also build up their stamina (they get very tired!).

### **Waiting List**

The School operates a Waiting List for its intake year in partnership with Nottinghamshire LA.

A Waiting List for other years is also kept. Waiting lists cease at the end of the school year and parents would need to reapply for a place (A supplementary information form would also need to be completed in order that church attendance and involvement can be considered in applying the admissions criteria). The published Admission Criteria apply to the List, and if a place is offered by the School, a letter will be sent by the Local Authority in accordance with the Nottinghamshire Coordinated Admissions Scheme.

Children are ranked in priority order against the School's oversubscription criteria.



## **Appeals**

There is the right of appeal against the Governors' decision. Appeals should be lodged within 20 school days of the date of notification of refusal. Parents wishing to appeal have to set out the grounds for their appeal in writing.

Appeals for Voluntary Aided C of E Schools are clerked by an independent panel provided by Rothera Dowson, a Nottingham firm of solicitors.

For all admissions, the Local Authority will inform applicants of the outcome of their application through the Nottinghamshire Coordinated Admissions Scheme, and of their right of appeal if admission has been refused. A request for appeal should be made directly to the Governors of the School; the Chair of Governors/Head Teacher will outline the Appeals Procedure for a Voluntary Aided Church of England School to the appellant.

### **Admissions to year groups other than the intake year (sometimes referred to as 'casual' or mid-term applications)**

If there are places available within a year group (ie the number of pupils within that year group is below the Published Admission Number of 17), then applicants will be offered a place.

These admissions are administered in accordance with the Nottinghamshire Coordinated Admissions Scheme. Applications will normally be considered as near as possible before half term or the end of term. The Admissions Committee will consider applications in accordance with the Admission Criteria when places arise. All procedures agreed by the Local Authority for transfer of children between schools will be followed.

All pupils admitted will normally be placed on the School Roll at the start of the next term or half-term unless there are genuine reasons for an earlier admission.

### **Pre-School – Young Friends**

Our 'Young Friends' group meets on four Thursday afternoons, during the Summer term from 1.45 – 3.15 pm. It is provided for those parents and children who have been given a place in school during the next academic year. This helps prepare the children for starting school by familiarising them with the school, their peers and the school staff and helps us to get to know the children prior to them starting in the reception class.



## CURRICULUM

***The curriculum is the sum of all children's experience at school.***

The curriculum seeks to secure for all pupils irrespective of gender or cultural, religious or social background, entitlement to a number of areas of learning. It also seeks to develop the skills, knowledge and understanding necessary for pupils' self-fulfilment and development as active and responsible citizens (who understand right from wrong, respect the law and respect others) and fulfil their God given potential and calling – to thrive.

It aims to enable all pupils to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular they need to respond as individuals, parents, workers and citizens to the rapid expansion of communication technologies and changing work and leisure patterns.

***'The school values the widest range of achievement and every child feels they can make a contribution.'*** SIAS Inspection 2009

***'Pupils are extremely well prepared for their future lives...The school cares for and guides pupils extremely well so that they are well prepared for their future lives.'*** Ofsted 2006

***'Leaders and staff have developed a broad and balanced curriculum for the school, which provides equality of opportunity for all learners.'*** Ofsted 2016

This includes the formal programme of educational provision, the informal programme of extra-curricular activities and the aspects of organisation, management and interpersonal relationships which contribute to the development of the school ethos, thereby raising the aspirations and attainment of all children.

The key features of the schools curriculum are:

- it provides breadth and balance;
- a commitment to high standards for all;
- it is underpinned by the aim of nurturing children's spirituality;
- it focuses on continuous improvement;
- it is both matched and relevant to the needs of individual learners and draw on their interests and motivation;
- it is concerned with planned progression;
- it is inclusive of the needs and abilities of all children;
- it promotes love of learning and life-long learning;
- it promotes enrichment by providing for spiritual, moral, personal, emotional and social development;



- it has a strong emphasis on creative development;
- it is holistic and integrated so that links can be made between learning and learning can take place within a relevant context with integrity
- it reflects a commitment to develop the key skills of *independence, self motivation, team work, communication and problem solving*;
- it values all intelligences as classified by Gardner's Eight Forms of Intelligence (1983): *Linguistic – language & words, Logical & Mathematical, Musical & Auditory, Visual / Spatial, Kinesthetic – physical skills, Interpersonal – sensitivity to others, Intra personal – self-knowledge & inner focusing, Intuitive & Spiritual – feelings*;
- it values the role of 'play' in learning;
- it seeks to provide immersion opportunities to accelerate learning according to the learner's interests, motivations or needs.

Our interest in brain compatible learning research has drawn our attention to how we all learn in different ways. Our aim is to use a wide variety of approaches to teaching to help all children learn effectively.

*'Among the most significant purposes of education are forming people of love, care and compassion, with a deep sense of hope, who appreciate beauty and wonder and who serve the world by their gifts. The curriculum is not the purpose of education but the means to the end.'* Professor Bart J McGettrick – University of Glasgow, *Thinking about Thinking*, March 2004.

Children are taught frequently as a whole class and at other times will learn in small groups or as individuals. These groups will sometimes be mixed-ability groups and at other times ability groups, depending on the most appropriate strategy for the task involved.

Children are expected to gradually take on more responsibility for their learning and are set tasks to complete at home. The children are known by all staff and there are frequent opportunities for the children to work with and make friends with children in all year groups. This helps to develop the strong community feeling that we aim to foster throughout the school.

We are committed to providing a balanced curriculum of the very highest standards which will be centred on motivating children to achieve and develop as learners and provides opportunities for every child to explore their gifts and talents. Specific curriculum areas are listed below.



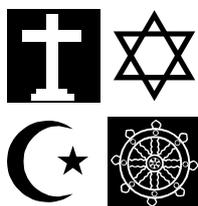
## Religious Education and Collective Worship

Quality Christian collective worship and R.E. are valued and are an essential part of the school curriculum.

***'The impact of collective worship on the school community is outstanding. Collective worship is the lifeblood of the school; sustaining children and staff in their daily interactions.'*** SIAMS Inspection 2014

***'Leaders strongly promote pupil's spiritual, moral, social and cultural development.'*** Ofsted 2014

Through both RE and Collective Worship the children will gain a sound knowledge and understanding of the Christian faith. They will be given opportunity to explore their own thoughts and feelings. Through Religious Education they will also be given the opportunity to learn about, understand and respect other cultures and beliefs. Questioning and the development of thinking skills will be an important element of the teaching process alongside developing each child's spirituality within their own context.



***'The effectiveness of Religious Education (R.E) is outstanding. It is highly regarded and of excellent quality. Pupils achievement is high.'*** SIAS Inspection 2009

***'Pupils have a strong sense of spiritual and moral issues, are confident socially and gain an insight into a diversity of cultures. They have been taught British values well.'***

***'Pupils' spiritual, moral, social and cultural development and their understanding of British values are promoted well by all staff. Through the curriculum and through special events, pupils, throughout the school, have a wide range of opportunities to learn about faiths, cultures and traditions other than their own, and to apply that experience very sensitively to their attitudes, opinions and behaviour. Combined with qualities nurtured through the ethos of the school, pupils gain a strong sense of spiritual and moral issues, are confident socially and gain an insight into a diversity of cultures.'*** Ofsted 2016

The school fosters close links with the Church in Linby. The Rector & a member of the local chaplaincy team leads worship in school on two days. Worship on other days is lead by a member of the teaching staff.

***'The school has an outstanding relationship with the local church community and a strong partnership with parents.'*** SIAS Inspection 2006



Parents may exercise their right of withdrawal from this curriculum area and Worship under the 1998 Education Act, for their child.

## Early Years

At our school we believe in providing quality learning and teaching for all our children, and this begins in the early years of their education. We recognise that young children develop rapidly during these early years physically, spiritually, intellectually, emotionally and socially. The foundation stage of children's learning needs to encompass all areas of childhood development in a challenging, fun and exciting way.

***'Children in Reception make rapid progress because teachers plan activities which are exciting and develop their early skills – a wide range of exciting and worthwhile activities both indoors and outdoors which develop their early skills. High quality care and support are provided and as a result, children get off to a rapid start in their first year.'*** Ofsted 2014

***'Children learn well in the Reception Year and are well prepared for Year 1. In the early years, the positive partnership with parents and carers is a particularly strong feature of the school.'*** Ofsted 2016

Quality play is fundamental to early learning and is valued as such.

Children follow an Early Years curriculum during the Foundation Stage, which is outlined in the Early Years Foundation Stage Statutory Framework, and leads them towards the National Curriculum in Year One.

There are seven areas of learning;

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Each of these is carefully planned to provide stimulating learning activities (both adult and child initiated). The curriculum is social, exploratory, active, creative and developmentally appropriate. Activities build upon what the children already know, are relevant to their own level of needs, and provide opportunities for learning, both indoors and outdoors.

Our setting provides a stimulating environment for children. We benefit from a well resourced classroom which has a multimedia &



computer area, creative area, writing & mark making area, construction area, reading area, maths area, role play area and a variety of early learning equipment. We also have our own outdoors learning area for the Early Years and Key Stage 1 children. This provides a safe and secure environment for them to work, play and explore their environment. We also have a wide selection of outdoor play equipment.

We encourage children to socialise with their peers, and work independently, with partners or as a group. For some of the time, children may work in smaller groups working at a similar level, to allow the curriculum to match their needs appropriately.

## English

Literacy activities take place in every class each day, based on the National Curriculum.

The children are enthusiastic about reading for enjoyment and information. The development of reading is of high priority for us. All of the children meet on a weekly basis with a learning & reading partner from another class for paired work, which helps promote the school's family atmosphere.

Parents are encouraged to read to their children at home right up until they leave for secondary school as well as supporting them by listening and joining in activities to promote the development of reading skills & spelling.

Writing is a key feature of the whole curriculum. The children are taught to write for a variety of audiences and enjoy writing imaginative stories, poetry, letters and reports.

Speaking, Listening and Drama are a crucial part of our work in English. All children are given opportunities to present their work to an audience. School productions and performances provide other opportunities.

## Mathematics

Numeracy activities take place daily making use of whole class and group teaching (based on the National Curriculum & Using elements of Shanghai Teaching Methods).

Number, shape, space, measures and handling data are covered within the National Curriculum and equip the children to become independent mathematicians, with a desire to develop their own strategies to solve everyday problems. A strong emphasis is placed on developing mental recall of number facts and knowledge of the number system, including the learning of multiplication tables



and the development of arithmetic, reasoning and problem solving skills.

## Computing



Children are taught to be responsible, competent, confident and creative users of information and communication technology so that they become digitally literate (active participants in a digital world). Children are taught how digital systems work and how to put this knowledge to use through programming and coding. The school continues to invest in the latest hardware and software to enable pupils to develop their computing and programming skills. Children access the internet within the parameters outlined in the school's 'Use of the Internet Policy' and are taught Internet Safety & Safety using new technologies.

## Science

Follows a programme of practical activities designed to develop scientific skills. Learning starts from the child's own experience and is developed through investigations.

## Sex & Relationship Education

The curriculum, as appropriate to the pupil's age, is presented within the context of personal responsibility, relationships and Christian values and morality. Parents may wish to exercise their right to withdraw their child from this area of the curriculum under the 1993 Education Act.

## Drug Education

The Scheme of Work clearly identifies what needs to be taught in each class. Much of the work will be delivered through other subjects. Year 5 and 6 are involved in DARE (Drug Abuse Resistance Education).

## Physical Education

Includes a wide range of activities in the areas of dance, gymnastics, athletics, swimming and games (including tennis, table-tennis, basketball, football, hockey, handball, boccia, tag rugby, athletics, cricket, golf, cross country and rounders. Sports Development Officers and





professional sports coaches visit the school to lead coaching sessions.

Throughout the year there are opportunities for year 3, 4 & 5 children to swim at Hucknall Leisure Centre (we focus on all children being able to swim competently before leaving the school, and have achieved Water Confidence & Water Safety Awards).

The school has teams in many sports and is successful in competing at local, district, county and inter-county competitions (we have represented the county for the last 4 years in regional competitions).

***'Pupils show excellent awareness of how to lead a healthy life and are very keen to participate in the many sporting opportunities provided in school.'*** Ofsted 2009

The school's aim is to provide a broad range of activities to develop physical skills and safe practice. Children learn about sportsmanship, fair play, determination, team work, leadership, encouragement and to cope with success and failure through competitive and non competitive team and individual sports.

We are part of a local sports co-ordinator network centred on raising the quality of provision and standards of physical education. We have been awarded a National Accreditation – Schools Games Mark and are one of the few schools in the Ashfield Sports Partnership to have been awarded a gold award four years in succession in recognition of the provision of excellent curricular, extra curricular, competitive and non competitive sports activity and our link to many local clubs.

### **PHSE/Citizenship & Health Education**

These subjects are taught in a structured programme which helps to create a positive ethos in the school and classroom. The School Council gives the children an opportunity to voice their ideas and suggestions and develop their independent skills in all areas of school life.

***'Pupils' spiritual, moral, social and cultural development is outstanding. The curriculum to support pupils' personal development is excellent. They have a very strong sense of justice and a deep respect for the views and beliefs of others. Pupils readily and enthusiastically accept the broad range of opportunities provided for them to take on responsibility both within school and beyond. They show excellent understanding of how to act safely and also show great consideration for the safety of others. They develop an outstanding awareness of how to keep fit and stay healthy.'*** Ofsted 2009



The school gained a National Accreditation - The Healthy Schools Gold Standard in 2010 in recognition of our curricular provision and excellent standards in this area.

## History and Geography

Humanities are taught through a thematic approach. A rolling programme has been put in place to ensure continuity and progression as children move through school. They are taught the necessary skills to learn about their own locality and its history. They learn to compare other cultures, localities and areas in history with their own, and are taught to make use of a wide range of resources to aid their learning.

The school has a learning link with a school community in Burundi – the Baho Project in collaboration with our family of schools and local church.

## French

French is being taught in all classes. In the infants the subject will be taught through songs, rhymes, games, stories and the themes being taught. In the juniors it is taught both as discrete lessons and through cross curricular themes.

## Design and Technology

The children are taught to use tools and materials safely, progressing from simple tasks and design in Key Stage One to more complex ones at Key Stage Two. All the children are encouraged to use their practical and creative skills. We have Lego WeDo & Mindstorms robotic resources for design & technology projects.

## Music

The music curriculum and activities are taught within each class group. Singing takes place within mixed aged groups. Recorder and 'toot' & Ukelele tuition is given at Key Stage Two to all children as part of the music curriculum.

We give a high priority to the Performing Arts. The children have opportunities to be involved in school presentations and productions and to express themselves through drama, music and dance. We have been working with the Halle Orchestra on instrumental workshop and performance.





## Art

Work is in evidence all around the school displaying the children's creative talents. They are given experience of working with a wide range of media in both 2 and 3 dimensions. Work is often cross curricular and enhances other subject areas. Appreciation and knowledge of art and artists develop the children's individual skills.



## La Jolie Ronde French

This is a carefully structured and proven language course which operates independently of the school. It takes place weekly as an after school activity and a fee is charged.

## Speech & Drama

This is lead by an experienced speech and drama teacher, following the LAMDA syllabus. Sessions take place weekly before and after school and a fee is charged.

## Contemporary Dance

This is lead by Simone Witherden, Let's Dance Studio. Sessions take place weekly after school and a fee is charged.

## Clubs

In addition to French, Dance and Speech & Drama the school provides many other extra curricula opportunities, which include:

- Prayer Club
- Worship Dance
- Choir
- Art & Craft clubs
- Recorder Club
- Sports Clubs (e.g. dance, gymnastics, basketball, cricket, hockey, football, golf, tennis, table tennis, tag rugby)
- Let's Get Cooking
- Lego Engineering Club & 'First Lego League' Team
- Gardening Club
- Bikeability



***'The school is fully committed to meeting the needs of the whole child through a wide range of extra –curricular enrichment activities.'***

*SIAS Inspection 2009*

***'Pupils are able to supplement and to enhance their learning experiences by taking part in a wide range of extra-curricular activities offered by the school, such as music, sport and a range of cultural activities. As a result, pupils gain confidence in their own achievements.'*** *Ofsted 2016*

## **Visits and Community Links**

We work with many local organisations to enrich the provision at the school.

Visits to places of interest locally or further a field, are planned regularly and help to enrich the children's overall education. These visits aid the child's understanding of a structured topic and help to place teaching and learning within a wider context.

Visitors to the school also form an important part of school life and the school has close links with the villagers of Linby and Papplewick.

The children visit St Michael's Church at least termly to share Worship and celebrate Christian festivals with parents and Governors. The school actively supports local events e.g. maypole dancing at the Church Fete.

The school has a planting area for vegetables and flowers developed in partnership with a local farm.

The school continues to raise funds for charities, with the aim being to foster a loving care and concern for people of all creeds, races and circumstances.

***'A wide variety of clubs, visits and visitors also provide memorable experiences for pupils...'*** *Ofsted 2014*

## **Records of Achievement**

Celebrating and giving thanks for learning, success, and our uniqueness is part of the schools ethos as children learn about themselves and their gifts and talents. In addition to a celebration of learning every 2 weeks which all parents are invited to, a Record of Achievement is set up as a child starts school and is added to every year the child spends here. It is presented to them in front of the school and parents at the final Leavers Service in Church at the end of Year 6 in celebration of their overall achievement.



## Assessment and Tracking

Children's progress is tracked through school from the age of 4 to 11. To ensure that high standards are maintained we also track pupils attainment & progress into secondary education so that we can adapt our curriculum to best meet pupil's needs.

Regular assessments are carried out throughout the year. Statutory Assessment (SATs) take place at the end of both Key Stages – year 2 & year 6.

See Appendix One for SATs results

## Special Education Needs

The school recognises that children learn at different rates and in a variety of ways and strives to help each child reach their full potential. The school's Special Needs Policy identifies how the needs of children with learning, communication, sensory, behavioural difficulties and disabilities will be met.

Our aims are:

- To value every child equally, enabling them to develop positive self image and a positive attitude towards others
- To ensure that all children have the opportunity to access, as far as possible, the National Curriculum in a broad and balanced way and to achieve success
- To enable all children to participate as fully as possible in every aspect of school life
- To value all children as uniquely blessed individuals and develop their individual strengths and to use these strengths in order to help them to achieve success and enjoy their passions
- To work in partnership with children, staff, parents and outside agencies in order to best meet the needs of individual children

***'Here is a school that is truly inclusive and contributing greatly to community cohesion.'*** SIAS Inspection 2009

***'Throughout the school, pupils with learning difficulties and/or disabilities progress well because they receive carefully tailored support from teachers and teaching assistants.'*** Ofsted 2009



***'Pupils with specific difficulties receive excellent support and this helps them to achieve as well as other pupils in the school. This demonstrates the school's strong commitment to the promotion of equal opportunities.'*** Ofsted 2014

Once a child has been allocated a place at this school in reception or any other year group parents will be invited to identify any special needs that their child may have. This is essential to assist their smooth transition into statutory education. In the event of this information not being provided in adequate time to make the necessary arrangements to meet the child's needs, the school cannot guarantee to deliver the aims of this policy. This may lead to delayed admission or possible exclusion until arrangements are agreed that satisfy the needs of the child and the concerns and practical considerations of the school.

We will endeavour to make transition as smooth as possible. We are confident we can do this if we are able to work in close partnership with parents at all stages.

### **Gifted & Talented**

We strongly believe that all children are blessed with their own strengths and abilities. We have high expectations and seek to nurture and develop these strengths so that all children achieve well and are challenged to make strong progress in their attainment and so achieve highly.

### **Behaviour**

We believe in firm and loving discipline based on mutual respect and care for others. We encourage children to grow as individuals and so work towards developing self-discipline. We aim to raise children's awareness of their obligations and responsibilities to grow towards an understanding of right and wrong and understand the consequences of the latter for themselves and others. A restorative justice approach is used in conflict resolution. Our school rules are negotiated with the children under the guidance of the staff and reviewed on a yearly basis. The Home School Agreement lays down clearly the responsibilities of parents, pupils and the school.

***'Pupils' attitudes and behaviour are excellent.'*** Ofsted 2006

***'Pupils behave well around school and relationships are very strong. Pupils are friendly and polite and make an excellent contribution to the school community and beyond.'*** Ofsted 2009

***'Pupils behavior is good. All Pupils are polite and well mannered.'***  
Ofsted 2014



If a child's behaviour is causing concern, parents are invited to meet with the class teacher to decide together what action should be taken. We believe that with home and school working in this way a solution may be found.

Behaviour by an individual or group that intentionally hurts or humiliates another individual or group either physically or emotionally, where there is a power imbalance that makes it hard for the victim to defend themselves and is usually persistent will be considered to be bullying. The school will not tolerate such behaviour and appropriate action will be taken. Any pupil or parent aware of such a situation is urged to contact school.

The school was awarded the 'All Together' Gold School Award in 2018 for demonstrating its commitment to stopping bullying and improving the wellbeing of its pupils.

***'Relationships are positive and caring and pupils' needs undoubtedly come first.'*** Ofsted 2006

## Parental Support

### Home - School Links

We value highly, and place great emphasis on, contact between home and school. Each child will develop a close relationship with their own teacher who is primarily responsible for their personal welfare. The teachers feel that it is important to meet parents and are always happy to talk about children's progress. Reports on individual children's achievements are sent out to parents 4 times per year, parents meetings take place regularly and a one to one parents' evening takes place in the spring term. There is also a one to one parents' meeting during the children's first term to discuss how the children have settled into their new school. This ensures good communications between home and school. Parents are also invited to attend various school events including information evenings, book fair, autumn and summer fayres, productions, school camps & fayres and our 'Good Work' Assembly in which we celebrate the children's achievements and give thanks for our many blessings. We hope that all parents feel a part of the 'school family'.

### 'FLAPPS' Group

We actively encourage and welcome parents and community volunteers into school to be involved in a wide range of tasks. Those who are able to meet in the school day have formed a group called 'FLAPPS'. FLAPPS organise fund raising events and help the school by making resources, providing transport for school



teams and general 'odd jobs' too. New volunteers are always welcome.

A group of parents meets every half term to support the school through prayer.

Volunteers also support curricular activities such as reading, crafts, cooking activities, sports and music tuition.

### **Parent Education Partnership**

Support for parents through Time Out for Parents courses, Parent Workshops (eg supporting children with transition into secondary education & through the teenage years) & Information Evenings, Care for the Family Events, online Maths support and a Parent Resource Library have also been greatly appreciated.

### **Attendance**

Regular attendance at school is the responsibility of parents, school and the Local Education Authority. Unauthorised absences are not acceptable and we hope that everyone will work together to ensure regular attendance.

Total number of pupils on roll	115
Attendance	96.7%
Number of pupil sessions	44011
Number of authorised absences	983
Number of pupils with at least one authorised absence	101
Number of unauthorised absences	471
Number of pupils with at least one unauthorised absence	54

We operate a late book in school to enable this information to be monitored together with absence statistics.

School absence for holidays are not authorised. Special permission for absence has to be applied for from the Head Teacher in unavoidable and exceptional circumstances.

### **Standards & Statutory Inspections**

The school works in partnership with the Local Authority to monitor standards and continually strive for development and improvement. The reports produced reflect the very high standards of education the school seeks to maintain.



The school continually monitors and evaluates standards throughout the year. The evaluation informs continued school development as we strive to 'raise the bar' in standards.

***'The school is not complacent. It strives for excellence.'*** Ofsted 2006

We review standards in learning and set targets for the forthcoming year. Teaching, learning assessment, leadership and management of the school are all areas which are evaluated as part of the annual self evaluation and improvement cycle.

Copies of the summary of our main Ofsted report and R.E. Ofsted report are available upon request. The Ofsted report is available online at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and the SIAMS report is available at [www.churchofengland.org/education/church-schools-academies/national-society/statutory-inspection-of-anglican-schools-\(sias-and-siams\)-reports.aspx](http://www.churchofengland.org/education/church-schools-academies/national-society/statutory-inspection-of-anglican-schools-(sias-and-siams)-reports.aspx) .

***'Christian faith is at the heart of the school and all it provides.'...***  
***'The Christian character of the school ensures that the needs of all learners are outstandingly met.'*** SIAS Inspection 2006

### **Disclaimer**

The information given in this prospectus which relates to the school year 2018/2019 was valid at the time of printing. It should not be assumed that there will be no changes affecting the arrangements generally described in this prospectus or in any particular part of them before the start of the school year 2019/2020 or in subsequent years.

Any anticipated changes have been included as part of the text.

Date of issue: November 2018