

DUNNINGTON C. of E. PRIMARY SCHOOL



PROSPECTUS



Growing and learning together, aiming to be the best that we can be, in an environment based on Christian values.

Extracts from the Ofsted Report on the Inspection carried out 6th & 7th November 2012

	Previous inspection:	Good	2
Overall effectiveness	This inspection	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

This is a good school

Good and sometimes outstanding teaching ensures that the very large majority of pupils make at least good progress. As a result, they grow into confident and articulate young people who are well-prepared for the next stage in their education.

Teachers mark pupils' work thoroughly. Pupils take account of and respond very positively to teachers' comments and feedback. This makes a significant contribution to their good progress.

Pupils' behaviour is exemplary in lessons and around the school. They enjoy school and feel extremely safe. Pupils are happy, secure and ready to learn. As a result, pupils' attendance is above average.

Pupils' spiritual, moral, social and cultural development is outstanding. It is promoted extremely well through the curriculum and a range of well-considered and well-planned activities. Parents are highly supportive of the school.

The headteacher provides strong leadership. She has a clear view of how successful the school can be and what actions are needed to achieve it.

Rigorous systems and checks by the headteacher and senior leaders are used effectively to plan training programmes for staff to improve the quality of teaching.

The governing body knows the school well. It provides a good level of support and challenge to school leaders.

These are the values we are all working towards, to make our school a happy place in which to grow and learn.

Responsibility

Effort

Security

Politeness

Enjoyment

Care

Tolerance

WELCOME

I would like to warmly welcome you and your child to Dunnington Church of England Primary School.

This prospectus is designed to help introduce you to our school. I hope it will be informative and provide you with a flavour of life at Dunnington CE Primary School.

Our aim is to provide the best possible education for all our children. We have a really happy school with a key focus on making learning purposeful, challenging and fun. Whilst we strive for high levels of academic achievement, we are concerned with all aspects of children's development. It is our intention to provide, within a caring environment, a wide range of balanced learning opportunities which develop and extend the subject skills, key skills, thinking skills and achievements of all our children- a curriculum for the 21st century- a curriculum which will help our pupils to grow up to be knowledgeable, independent, adaptable and responsible people and prepare them for a world in which the only constant is change.

Our status as a Church of England school aids us in this intent. We have close links with the parish of St. Nicholas and clergy from the Church of England and other denominations regularly visit our school.

We believe that education is a partnership between teachers, parents, children and the wider community. Clear communication between these parties will ensure that we all understand the intentions and beliefs of others. We hope that our policy of openness and co-operation will contribute to making your child's time at Dunnington C of E School both happy and successful.

If you would like to find out more, please arrange to come and see the school in action. We would be delighted to meet you and feel sure you would enjoy your visit.

With very best wishes,

Caroline Hancy

Headteacher

**DUNNINGTON
CHURCH OF ENGLAND PRIMARY SCHOOL
VOLUNTARY CONTROLLED**

		Telephone
Head Teacher:	Mrs Caroline Hancy	01904 552910
School Address:	Dunnington C.E. Primary School Pear Tree Lane Dunnington York YO19 5QG	01904 552910
Chair of Governors:	Simon Parkinson Dunnington Primary School	01904 488790
Clerk to the Governors:	Mrs Sue Brandon Dunnington Primary School	01904 552910
Local Education Authority:	City of York Council West Offices Station Rise York YO1 6GA	01904 551550
Director of Education:	Mr Jon Stonehouse	01904 554203

SCHOOL GOVERNORS

Name and Address	Telephone Number	Appointing Authority	Current Term of Office
Mrs R Savege, 17 Water Lane, Dunnington	01904 489509	Co-opted	06/07/15-05/07/19
Mr Giles Chalk, 6A Greencroft Court, Dunnington	01904 552910	Elected Parent	01/11/13-31/10/17
Mrs C Hancy, Dunnington Primary School	01904 552910	Headteacher	01/01/07
Mr S Parkinson, 15 Church Street, Dunnington <i>Chair</i>	01904 488790	Foundation	01/09/13-31/08/17
Mrs C Todd, Dunnington Primary School	01904 552910	Staff	01/12/15-30/11/19
Mrs R Williams, 38 Kerver Lane, Dunnington	01904 481135	Foundation	01/09/13-31/08/17
Father Nick Bird, The Rectory, Church Street, Dunnington	01904 489349	Foundation (ex-officio)	08/01/09
Mrs J Errington, 69 York Street, Dunnington	01904 488427	Co-opted	06/07/15-05/07/19
Miss Sarah Wearing, 8 Torrs Road, Harrogate	01904 552910	Local Authority	12/09/14-11/09/18
Mrs Sally Tulley, 2 Oakland Ave, York	01904 424180	Co-opted	06/07/15-05/07/19
Mrs Emma Collins, Dunnington Primary School	01904 552910	Co-opted Staff	06/07/15-05/07/19
Mr Grahame Hodson, 2 Coneycroft, Dunnington	01904 489146	Parent Appointed	01/12/15-30/11/19
Mr Ian Hughes, 98 Kerver Lane, Dunnington	01904 481438	Parent Appointed	01/12/15-30/11/19
Mrs Kerry Swain, 4 Thornbeck, Dunnington	02904 488547	Elected Parent	14/11/16-13/11/20

Clerk to the governing body is Mrs S. Brandon, who may be contacted at the school.	01904 552910		
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The school governing body meets at least half termly.

Obviously matters connected with individual children should be discussed with the class teacher concerned, or with the Head Teacher. More general matters can be raised either through the parent governors or through the Head Teacher.

THE STAFF OF THE SCHOOL

(June 2017)

Headteacher:	Mrs Caroline Hancy B.Ed.Hons (QTS) (Human Movement, Dance + Recreation Studies)
Leadership Team:	Mrs Caroline Gilderdale <i>Foundation Stage Phase Leader</i> B.A.Hons, (Music+Dance) P.G.C.E. Mrs Claire Rigden <i>Year 1/2 Phase Leader</i> B.A. Hons (Language & Linguistics with Psychology) P.G.C.E. Miss Katie Sheard <i>Year 3/4 Phase Leader</i> B.A. (Hons) (Primary Education & Geography)(QTS) Miss Rachel Dickenson <i>Year 5/6 Phase Leader</i> B.Sc.Hons (Geography/Educational Studies), P.G.C.E. M.A. (Primary Education)
Teaching Staff:	Mrs Philippa Rab B.Sc. Hons (Sport & Physical Education), P.G.C.E. Ms Collette Reynolds B.A. Hons (5-11 Education)(QTS) Mrs Lucie Rowntree B.Ed. Hons (Physical Education)(QTS) Mrs Sue Jones B.A. Hons (French+History), P.G.C.E. Mrs Davina Abbott B.Sc. Hons (Human Geography), P.G.C.E. Mrs Charlotte Todd B.A. Hons (Politics), P.G.C.E. Miss Jessica Dunn B.A. Hons (Primary Education)(QTS) Mrs Kate McGowan B.A. Hons (Language, Literature & Linguistics) P.G.C.E. Mrs Tracey Elliott B.A.Hons (French & German Language & Linguistics) M.A. (Applied Translation Studies) P.G.C.E. (QTS)
Support Staff:	Mrs Sue Brandon, school office manager Mrs Jenny Scholes, school business manager Miss Hazel Hutchison, admin assistant Mrs Alison Falshaw, admin assistant Mrs Val Rose, teaching assistant Mrs Jean Empson, teaching assistant Mrs Emma Collins, teaching assistant Mrs Jenny Lockwood, teaching assistant Mrs Adele Birkinshaw, teaching assistant Mrs Elizabeth Downing, teaching assistant Mrs Louise Midgley, teaching assistant Mrs Edwina Subritzky, teaching assistant Mrs Sarah Herbert, teaching assistant
Canteen Staff:	<i>Employed by ISS Facilities</i>

Lunchtime supervision is provided by a team of midday supervisors

Cleaning/caretaking staff are employed by Sewell Facilities Management Ltd

SCHOOL AIMS

Dunnington CE Primary School aims to develop a strong learning culture and good conditions for learning through:-

- Providing a safe, secure environment for work and recreation.
- Educating pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on our Christian Values.
- Providing a variety of teaching strategies which develop and extend children's key skills, thinking skills, and achievements and raise standards.
- Monitoring individual attainment to see whether targets set have been achieved and progress maintained.
- Working in partnership with parents, guardians, local church and community to enhance the quality of education.
- Developing a positive sense of identity and self-esteem.
- Developing in the children an understanding of the expected level of behaviour, both in and out of school, sharing and working with others effectively and developing skills of conflict resolution.
- Stimulating interest and respect for local and wider environments.
- Valuing truth and justice and the development of skills leading to honest and caring citizens of their local, national and wider world.
- Valuing and recognising diversity within societies, our own and others.
- Promoting an interest in the arts, through clubs, performances and visits to and from theatre companies.
- Supporting staff development at all levels, linking personal and school needs, as identified through the school improvement plan, classroom monitoring and performance management.
- Ensuring that a robust system of self-evaluation is in place that will identify the strengths and weaknesses of the school's curriculum, planning and provision.
- Providing vision and direction to ensure that the curriculum matches the aims of the school and meets the needs of the children in our school, preparing them for a successful future.
- Encouraging a climate that allows for creativity, experimentation and enrichment in learning and teaching.
- Agreeing a relevant budget with governors so that essential costings are planned and accounted for.
- Putting in place a system to monitor and evaluate the impact on the quality of learning and teaching resulting from changes made to curriculum planning and provision.

ADMISSION ARRANGEMENTS

- City of York Council sets the admissions policy for the school.
- The maximum number for 'rising fives' admissions is 30 pupils.
- Reception age children living within the catchment area will not normally be refused entry should this limit be exceeded.
- Older children wishing to join the school will be offered places if the capacity of the class permits it.
- Applications for admissions for children outside the catchment area will be considered subject to adequate resources and providing the maximum admissions number has not been reached.
- Pupils with a statement of Special Educational Needs or those looked after by the authority will be given priority.
- Brothers and sisters of children already at the school will also be given priority.

Further information about school admissions from City of York Council is available at:
<http://www.york.gov.uk/info/200186/schools>

EQUALITIES POLICIES

The school has a comprehensive set of equalities policies which include:

- arrangements for admissions for pupils with disabilities.
- school buildings access arrangements for disabled pupils.
- race and gender equality policies.

The aim of these policies is to ensure:

- All children will have equal access to the school's resources.
- The school's resources and environment will reflect a broad and balanced view of the diverse nature of society.
- The children's attitude and behaviour will be encouraged to reflect respect, co-operation and consideration towards others.
- All adults in school will be made aware of this policy and will be encouraged to work together towards the same aims.

STARTING SCHOOL

All children can start school in the September before their 5th birthday. Later start dates are possible and can be discussed with the headteacher. Every June, a meeting is held for parents of children due to start in the following September. The children are also invited to spend several afternoons in school prior to starting school.

If you would like a pre-admission visit, please telephone 01904 552910 and make an appointment. The headteacher or administrator will be pleased to show you around.

THE CURRICULUM

A new Primary National Curriculum was introduced into schools in September 2014. Our curriculum policy has been updated to reflect this and is available on the school website or by request at the school office. The National Curriculum is taught throughout the school. Maths, English and Science make up the core subjects. Other National Curriculum subjects include computing, history, geography, music, art, physical education, design technology, religious education and primary languages. Personal social, health and citizenship education (PSHCE) and Sex and Relationship Education (SRE) also form part of the school curriculum.

Early Years

The Early Years Foundation Stage (EYFS) covers children's development and learning from 0-5 years and the Reception year marks the end of this, before children move on to the National Curriculum.

The Early Years curriculum covers seven areas, these being:-

Prime Areas

Personal, Social and Emotional Development, Physical Development, Communication and Language

Specific Areas

Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Play underpins the delivery of the EYFS curriculum and this is balanced with focused group and class teaching. By providing well planned, structured activity, based on children's spontaneous play, both indoors and outdoors, staff members support our youngest children to learn with enjoyment, independence and challenge.

Science

Our children are encouraged to enquire, explore and observe the world around them in order to understand the uses and implications of science today and in the future. They develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics as well as learning and applying practical skills. Children are encouraged to apply their knowledge through investigations and scientific enquiry activities.

Maths

A great deal of thought has been given to the organisation of the maths curriculum and the children's work is carefully monitored throughout their time at this school. In class, the children are generally grouped according to ability for maths to allow for direct teaching of new skills and concepts as well as to support and challenge. The National Curriculum for numeracy and mathematics is followed in school. This is based on four broad areas: 1) number, 2) measurement, 3) geometry and 4) statistics. Ratio, proportion and algebra are also taught in Year 6. Lessons are planned to be both pacey and fun.

Literacy

Many of our children have already made a start on reading and writing at home and at playgroup, before they begin formal schooling.

All children in school receive a daily period of dedicated literacy teaching time.

The school follows the National Curriculum for language and literacy. We also provide a daily phonics session in Reception, Year 1 and Year 2 using Letters and Sounds as a guideline but with adaptations made to ensure the expectations of the National Curriculum are met.

Foundation stage and key stage one pupils follow the Oxford Reading Tree scheme but are also encouraged to read supplementary books that do not follow the scheme.

KS2 children are encouraged through reading and writing, to develop their powers of imagination, inventiveness and critical awareness.

Arts

The school is keen to promote the Arts and we regularly put on concerts and productions and take part in events in and around York, such as the York Dance and Drama Festivals and several musical partnership products, resulting in performances at the National Centre for Early Music, York Minster, York University and the Albert Hall.

We have a varied arts curriculum. This is supplemented by a variety of extra-curricular activities such as choir, musical theatre, dance club, and infant band, with occasional clubs run by outside practitioners, such as woodwind band. Also Year 5 pupils are part of a 'Wider Opportunities' initiative whereby each pupil receives instrument tuition for a year. We also have several peripatetic music teachers who come into school weekly to give lessons in singing, percussion, strings, woodwind, brass and guitar.

Collective Worship and Religious Education

We are a voluntary controlled Church of England School and have three Governors connected with the local Parish Church of St. Nicholas. The children visit the Church every term to celebrate Harvest, Christmas and Easter.

Worship in church schools must reflect Church of England principles and the Anglican heritage on which the school is founded. We follow these guidelines in accordance with the school Trust Deed. However, we also recognise that we live in a multi-faith society and for this reason our Worship will at times, reflect other faith traditions. There is a daily act of worship, which is taken by the staff, head or children themselves. A member of the local clergy takes an assembly each week on a non-denominational basis.

Provision can be made for the withdrawal of any child from religious education or worship, should the parents so desire.

Religious education in the school is in accordance with the principles and practices of the Church of England and forms part of the normal curriculum of the school. The school follows the York SACRE Agreed Syllabus.

Primary Languages

In our school we have a strong commitment to teaching languages. In the infants children are taught basic vocabulary, such as colours and numbers, in a variety of languages. In Years 3 to 6, the children learn Spanish. Children are taught through a variety of interactive speaking, listening, reading and writing activities.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Information communication technology is used in all areas of the curriculum; e.g. to word process, collect and present statistical information, use multimedia tools and enable children to safely access a variety of information.

We have an IT suite in school, allowing for class teaching and also a portable suite of laptops and Ipads for class use.

Each classroom is equipped with a networked PC and an interactive whiteboard. This can greatly increase the pupils' involvement in lessons. Such resources help us integrate IT into all curriculum subjects. All members of staff are provided with a networked laptop for planning, preparation and teaching purposes.

Internet Policy

Our school also has a secure network and a comprehensive e-safety and acceptable use policy to ensure children have safe and secure access to the internet in school. We are sensitive to the content on the WWW and e-safety is both directly and indirectly taught throughout the computing curriculum.

Sport

The school aims to allow for maximum and full participation in sport for all children. We provide the opportunity for competition through individual and team work and encourage children to achieve their personal best.

The emphasis is on teamwork, nurturing individual talent and enjoyment for all. The school has teams which compete in for, example, football, netball, cricket and rounders matches throughout the academic year.

York Schools Sports Network

Our school is fortunate to be part of a close network of schools, both primary and secondary, that work together to increase children's participation in sport and PE. Many opportunities are provided so that pupils can get involved in a variety of sports, including tri-golf and hula hooping. Training is also provided for teachers to enhance teaching and learning in school.

PHSCE (Personal, Health, Social Education and Citizenship)

This is developed throughout the school through Circle Time and S.E.A.L. (social and emotional aspects of learning) activities on a local, national and global level.

Health Education

Our school curriculum includes a comprehensive health education programme. This is continuous and implicit in our daily living together and in our relationships with each other in the school environment. We have been awarded the Healthy Schools Award for our commitment to developing this area.

During the autumn term we run a safety week which includes such things as safety at home, at school, by water, on the roads, on bonfire night, and saying 'no' to strangers. During the spring and summer terms, classes concentrate on work concerning specific health education topics.

Sex Education

The governors of Dunnington Church of England Primary School have decided that sex education will be part of the curriculum. Primary School Governors are legally required to decide whether or not sex education should be provided in their school, and if so, what form it should take.

The school considers it important that parents should be fully informed about this aspect of the curriculum. Full information about the content and any teaching materials used for sex education will always be made available to parents who request such information from the head teacher. Prior to these lessons in school, parents are advised when they will take place. All sex education is taught within a clear moral framework and gives due regard to generally accepted family values.

All parents have the right to withdraw their child from sex education lessons.

SCHOOL KEY STAGES

FOUNDATION STAGE - **Reception**
KEY STAGE ONE - **Year 1, Year 2**

The Early Years Foundation Stage Curriculum is an Early Years Curriculum for 0-5 year olds. Children in our Reception Year will be working towards the Early Learning Goals, which mark the end of the Foundation Stage. They will then move on to the National Curriculum, which is officially taught from Year I. There is, of course, a great deal of overlap between the two and we aim to make the transition as smooth as possible for each child.

Dunnington Primary School has formed an Early Years Partnership with Over the Rainbow, Station House Nursery, Little Green Rascals and local child minders. The Partnership representatives meet regularly to review and plan for the curriculum and care we offer our children. Over the Rainbow is based on the school site.

The Infant curriculum is designed so that each child can develop an enjoyment of learning in a wide variety of situations. Learning activities usually take place in groups, through whole class teaching or in child initiated activities. Both indoor and outdoor environments are used to enrich learning. Individual needs are catered for by separate programmes. We look at each child's needs and try to lead him/her along various appropriate paths to allow them to achieve their potential. We endeavour to help children to:

1. Develop good relationships with peers and adults and to treat others with courtesy, respect and consideration
2. Read fluently and accurately with enjoyment and understanding.
3. Communicate clearly and confidently in written and oral language.
4. Listen carefully, with understanding and respond appropriately.
5. Develop an understanding of fundamental mathematical principles through practical maths activities. We aim to make children confident in using and applying mathematical skills.
6. Understand basic scientific ideas through investigation and practical experiences in topic and environmental work.
7. Develop physical fitness, co-ordination and control by the practice of skills in P.E.
8. Learn to enjoy and express enjoyment and creativity in the arts.
9. Show understanding of and respect for the views and beliefs of others.

KEY STAGE 2 - YEARS 3, 4, 5, 6

The Curriculum

This consists of all the areas of the National Curriculum discussed above and incorporates cross curricular approaches where relevant, for example, aspects of maths such as scale and area may be taught through the geography curriculum and report writing might be taught through history or science.

Organisation

The class organisation varies accordingly to the numbers of children and staff available. Our classes are of mixed ability.

All staff in the school participate in weekly staff meetings which develop aspects of teaching and learning. In addition to the main staff meetings, each phase regularly meets to plan and monitor the classroom activities. For numeracy and literacy work the children often work in differentiated ability groups. In other curriculum areas, the children may be organised in differentiated or mixed ability groups. Work is differentiated to ensure the needs of individual learners are met. We use our local environment a great deal and try to offer first-hand experience whenever possible.

TEACHER ASSESSMENT AND TESTING

Teacher assessment is continually taking place in school in all year groups. Pupils in all year groups are formally tested to support teacher assessments.

STATUTORY TESTS take place in YEAR 1, YEAR 2 and YEAR 6

Year 1 Phonics Screening Check (Year 1 pupils)

We are required to administer a phonics screening check to children in Year 1. This usually takes place in June.

Key Stage 1 Assessment (Year 2 pupils)

Key stage 1 SATs are used to test children's knowledge and understanding of English and Mathematics in Key Stage 1. They provide a snapshot of children's attainment and help Year 2 teachers arrive at a secure judgement for their final 'teacher assessment' at the end of Key Stage 1. These take place in May and June each year.

Key Stage 2 Assessment (Year 6 pupils)

Schools are required to administer the following tests: English Reading; English Grammar, Punctuation and Spelling and Mathematics.

These tests take place in May each year.

HOMEWORK

As children move through school, there is progression in terms of the quantity of homework set in order that by the end of Year 6, good practice is in place in preparation for the transfer to secondary school.

Foundation stage - Time guidance – 15 to 20 minutes per week plus 1:1 reading practice.

- Reading books, when children are confidently blending. This is then continued throughout the year. We ask that you listen to your child read as often as you can.

Autumn term

- Weekly graphemes with a word making card and suggestions of words for children to make, spell and read. A few more are added each week. ‘Tricky words’ will be sent home to practise at regular intervals as well.
- Weekly handwriting homework also introduced based on letter formation families

Spring term

- Weekly maths challenge based on on-going number or shape, space and measure objectives also introduced.

Summer term

- Maths challenges continued
- Spelling/ sentence writing challenges based on ‘tricky words’

Year 1 and 2 - Time guidance – 20 to 30 minutes per week plus 1:1 reading practice.

Reading We ask that you listen to your child read as often as possible and encourage you to ask your child questions about what they are reading to ensure they can understand the text as well as decode it.

Spelling All year 1 and 2 children will have weekly spellings to learn. These will be a combination of high frequency words and words that follow a particular pattern.

Maths, Literacy or Topic A maths, literacy or topic homework activity will be sent home once every two weeks.

Year 3 and 4 - Time Guidance – 30-35 minutes a week plus 1:1 reading practice.

Reading We ask that you listen to your child read as often as possible, recording comments in their reading record.

Spelling- weekly 15-20 minutes Children are asked to explore and find words that relate to a given spelling rule each week. They are also expected to learn both the first 100 and subsequent 200 high frequency words.

Maths – weekly 15 minutes Children will be given a specific maths objective to work on each week to reinforce the work done in class.

Occasionally a topic-related task will be set in addition to the above.

Year 5 - Time Guidance – approximately 60 minutes per week.

Reading Children are asked to read at least three times a week.

Spelling Children are provided with weekly differentiated spellings to practice at home.

A piece of literacy, numeracy, science or topic work will be set each week.

Year 6 - Time Guidance – approximately 60-90 minutes per week, plus spelling tasks.

Spelling Children will be provided with weekly spellings tasks to complete at home.

A piece of both literacy and numeracy homework will be set each week. Occasionally these may be replaced by homework from a different curriculum area.

SCHOOL ORGANISATION

SCHOOL HOURS

8.55 a.m. to 12.00 noon.

1.00 p.m. to 3.20 p.m.

5 hours 25 minutes daily.

Please be on time - but better late than never. Try not to have the children waiting in the playground too early, especially in cold or wet weather; five minutes before school begins is early enough. Children should not arrive before 8:45am.

TEACHING TIMES

(excluding lunch, breaks, registration and collective worship)

KS2 23 hours 40 minutes per week
(DfE recommended minimum is 23 hours 30 minutes per week)

KS1 22 hours 5 minutes per week
(DfE recommended minimum is 21 hours per week)

Charging for School Activities

Under the legislation brought in by the 1988 Education Reform Act, schools are only allowed to ask for voluntary contributions towards the cost of school outings. As we would like most of our activities to continue, we hope that the voluntary contributions will be sufficient to allow the outing to take place. The school is not able to fund these outings and we hope that with parents' support, our out of school activities will continue to play an important part of the school's curriculum. A charge is made for residential visits. There are concessions available for special circumstances. The PTA currently contributes a sum of money towards the cost of our swimming programme and visiting theatre groups.

Children with Special Educational Needs

Children with special educational needs have their progress carefully monitored by teachers, TAs and the Special Educational Needs Co-ordinator (SENCO). Any child requiring intervention procedures is supported fully and we always ensure that parents are informed.

Pastoral Care

We like to maintain close relationships with the home. The individual welfare of each child is the responsibility of the class teacher. It would be greatly appreciated if any important change in home circumstances could be reported to the school where the information will be treated confidentially. Members of staff are always available for consultation and the class teacher keeps in close touch with parents through the open evenings and casual contact or by special request from either home or school.

School Discipline

There are very few rules in school. We expect the same standards as in the home in the care of the school buildings, i.e. wiping shoes, hanging up coats properly, washing hands before meals. We aim to foster a sense of consideration for others and give the children a sense of personal responsibility and to behave respectfully. For further details please see our Assertive Discipline and Behaviour Policy.

School Uniform

As a result of a consultation exercise with parents, the governors have agreed the following policy.

The school uniform is:

- dark grey or black school trousers, skirts, pinafore skirts or shorts (not sports trousers)
- a school sweat top or cardigan in red or blue
- a white polo shirt or school shirt,
- a red or blue polo shirt embroidered with the school logo
- sensible shoes (not trainers)
- a summer dress (optional) in red or blue check/stripes

School Shop NextGen Clothing supply our school uniform. They provide a dedicated website - www.school-shop.co.uk - where you can buy uniform online, which displays the specific products for our individual school. This is easily accessed by the “**Find my School**” navigation on the home page. They also offer a comprehensive range of school uniform items, from skirts and trousers through to fleece jackets & bags. All of which can be ordered online **ANYTIME** through their secure, easy to use online shop. They

also take orders by phone or email and can take payment over the phone should you wish to order in any of these ways.

Clothing for Physical Education: Plimsolls or trainers
 Black Shorts
 White T- Shirt

All items of clothing must be clearly labelled with your child's name.

Lost Property

Items of lost property will be kept in the lost property box for a period of time. The lost property is periodically displayed in the hall. Unclaimed items are sent to charitable organisations.

Money Sent to School

It is extremely important that all cash sent to school should be in a sealed envelope, which clearly shows the child's name, the amount sent and the purpose for which it is sent. Cheques should have the information written on the back. Cheques should be made payable to Dunnington C.E. Primary School.

Jewellery

For safety's sake the wearing of jewellery, with the exception of watches, is discouraged.

We are unable to accept responsibility for the care of jewellery or for the damage caused by the wearing of earrings. If your child has pierced ears, please ensure that small studs are worn.

All jewellery, including studs, must be removed for P.E. and should not be taped up. It should be kept in a named container. We cannot be held responsible for lost items of jewellery. Unfortunately members of staff are unable to help children to remove jewellery.

If your child is unable to remove their own jewellery, please ensure items are removed at home on the relevant days otherwise they will not be able to take part in the PE session.

If your child is planning on having their ears pierced, the best time is early in the summer holidays to allow time for the ears to heal.

Snacks

A piece of fruit can be brought as a playtime snack. Milk can be bought at morning playtime for 15p. Milk is supplied free to children under five years old. We also sell toast for 15p every morning playtime. Free fruit or vegetable is also available daily to all infants.

Children Leaving School Premises

If, for any reason, you wish to collect your child at any time, please send a note or tell the class teacher (obviously this does not apply to children who go home to lunch). For safety reasons the children are only allowed to leave the premises by prior arrangement with you. A verbal message from your child is not sufficient. You should always report to the school office when you arrive to collect your child during school time. Children arriving or leaving during school time should be recorded in the appropriate book in the school office. Parents will also be asked to complete a leave of absence request for children arriving or leaving during school time.

Extra Curricular Activities

Voluntary clubs are run for children according to the staff's interests and abilities. Booking takes place at the start of each school year. Occasionally additional clubs are offered by external providers.

Swimming

Swimming is an important part of the curriculum and all children presently have swimming lessons during Y3. Swimming is also provided for some children in Y4, 5, and 6 to enable them to meet national curriculum expectations.

School Outings - Educational Visits

Educational Visits are an important part of school life to allow the children to gain first-hand experience and to give the work in the classroom more meaning. These visits are not designed to be just a day out and much time and effort goes into the preparation of these visits. Y5 and Y6 children take part in residential trips.

Transport During School Time

On occasions parents are asked to use their own transport to 'ferry' children to matches or other events connected with the curriculum. The use of such transport is quite in order with LA policies providing your insurance policy is up to date. If you are offering transport please tell your insurance company and make sure this is in order for your own protection and the safety of the children. The school has a number of child booster seats which can be used if necessary.

Community Links

The school has close links with the church and other local groups, such as Dunnington Library and the Britain in Bloom team. Staff from other schools in the local area regularly meet and discuss matters of mutual concern. We regularly have students in school from the University College of Ripon and York St John, the University of York, York College of Further and Higher Education and work experience students from local secondary schools. In addition teachers from other schools both here and abroad, pay us visits.

External Agencies

From time to time, children are referred to the support services i.e. educational psychologist, behaviour support teacher or the learning support teacher. This is always after discussion with parents. Parents will always be fully informed at every stage.

Parking

There is limited parking space around the school. Please do not park on or opposite the yellow lines or in places where the children's view of the road is obstructed. There are many children who walk home from school and parked cars can present a serious hazard. Parking is not allowed in the playground. There are two accessible parking bays, one in the car park at the front of the school and the other in the layby outside Over the Rainbow.

Parent Helpers in School

Parents often ask how they can help in school, and we welcome their assistance and skills.

Individual parents often offer a particular skill which will benefit the children, such as technology, sewing, cooking or computers, in which case they may make arrangements with the teachers to come into school when it is convenient to all. Assistance with school trips and outings is greatly appreciated. We have parents who help run after school activities for us, and parents help with transport to and from sports matches and competitions.

We hope that by working together we can improve and enhance the education of the children and nourish the quality of life in our school community. If you would like to help in any way, please ask at school, we would love to see you. A form is provided in the school's *'welcome pack'*, which you can use to tell us how you would like to help.

Photographs

The photographer comes on two occasions - to take class photos and to take individual and family groups. Younger or older brothers and sisters not at this school are welcome to take part in the family groups.

Lunchtime Arrangements

Lunchtime is from 12 noon until 1.00pm. Children may have a school meal, bring a packed lunch, or go home for lunch. The majority of children stay at school.

School lunches are prepared and cooked on the premises and pupils have a choice of a meat/fish or vegetarian option each day. The menu is available in advance.

Packed lunches should be sent in a strong named container. The food should be such that your child can manage to eat it himself/herself at lunchtime. Jugs of water will be

provided on the tables. Children are encouraged to finish their lunch. Fizzy drinks, canned drinks and glass bottles must not be brought to school.

We do ask parents not to send anything containing nuts to school. We have a number of children who are allergic to nuts and we do try to keep our school a 'NUT FREE ZONE'.

A team of midday supervisors take care of the children at lunchtime. The headteacher and leadership team retain overall control of the arrangements.

School Meals

All infant children (Reception, Year 1 and Year 2) are entitled to receive a free school meal. Payment for school meals for older children **should always be sent on Monday** unless your child is absent from school, in which case payment should be sent on the day the child returns to school.

Payment for school meals may be made on-line via a ParentPay Account. All parents will receive an activation code for their account. ParentPay is also the platform we use to send e-mail communication to parents. If you wish to pay in cash, please send this in an envelope, clearly marked with your child's name, the amount enclosed and which days a school meal is required, if less than a full week. If you wish to pay by cheque, this does not need to be in an envelope. Please write your child's name on the back and indicate which days a school meal is required, if less than a full week. School meals cheques should be made payable to Dunnington CE Primary School.

Please do not include payment for school meals on the same cheque as payment for anything else. Please send a separate cheque.

Your child will bring home menus in advance, which will show a vegetarian option or jacket potato for each day, as well as the main course. Please let us know on Monday morning, before 9.30am if your child requires a vegetarian meal or a jacket potato on any day that week, as these meals are cooked to order. You can notify us by sending a note, e-mailing dunnington.primary@york.gov.uk or by calling into the office.

If you are paying for more than one child, you may send payment for their meals altogether. The names of the children and the dates a meal is required for each one, should be written on the envelope or on the back of the cheque.

If your child is absent from school on days when a school meal has been paid for, then a credit will be carried forward to the next week. Please allow for this when paying for school meals if your child has been absent from school.

If your child is absent for part of the day, i.e. is sent home sick or has a hospital appointment, a credit can be given if the meal is cancelled before 11.00am.

Special Dietary Requirements

The cook can cater for children with special dietary requirements, e.g. vegetarians, medical requirements, providing the appropriate section of the admissions form is completed and the relevant form is filled in for the kitchen staff. Please note that this facility is not intended for children's personal likes and dislikes.

The cost of a pupil school meal is currently £2.15 per day.

Free school meals are available to families in receipt of certain benefits. Further details of qualifying benefits and an application form may be obtained from the school office.

MEDICAL MATTERS

Infectious diseases

Children suffering from infectious diseases should not be sent to school. Children suffering from head louse infestation should not be sent to school until treatment has been carried out. If your child has suffered from sickness and/or diarrhoea, they should be kept away from school for at least 48 hours after the symptoms have subsided, to prevent further outbreaks.

Accidents and Illnesses to Children at School

If your child is taken ill at school, we will make every effort to contact you. We will need your work number and also the name of someone else to contact who may be able to collect your child if you are unavailable. Up to date medical information on your child is also essential. In cases of emergency, the child will be taken straight to hospital and parents notified as soon as possible. Sometimes children receive minor injuries during the course of the day and we will inform you of such an accident when necessary.

One of the teaching assistants is a trained first-aider and many of the staff hold paediatric or emergency first aid certificates.

Administration of Medicines in School

A copy of the Managing Medicines in School Policy, which outlines Dunnington CE Primary School's practices and procedures relating to administering medicines, is available on request. There is a form included in the admissions pack to enable you to give your consent for the school to administer paracetamol if you wish.

ABSENCE FROM SCHOOL

The School Attendance Policy follows the Local Authority guidelines

- It is the parents' responsibility to ensure that their children arrive at school on time, properly dressed and in a condition to learn.
- Parents must inform us of their child's absence as soon as possible on the first day of absence and where a child is ill, the nature of the illness.
- Absences may be either authorised or unauthorised. Parents should consult the head teacher if there is any doubt.
- Explanations such as minding the home, looking after other children, or shopping trips, within normal school hours will not normally be acceptable reasons for absence.
- Emerging patterns of regular absence will be reported to the Education Social Worker.
- Children should arrive at school between 8.45 and 8.55am. Persistent lateness causes problems for the child and the teacher. Parents should ensure that their child arrives in time for the start of school.
- Regulations regarding requests for term time holidays came into force in September 2013. A letter giving further information is included in this pack.

COMMUNICATION WITH PARENTS

Home and School

We have an active Parent Teacher Association. As parents of a child in this school you are automatically a member and will be notified of any Parent Teacher Association activities. If you wish to participate more fully, any member of staff will be pleased to pass your name to the current chair of the Parent Teacher Association Committee.

Since success depends upon close co-operation between the home and the school, parents are warmly invited to get in touch with the appropriate member of staff whenever problems occur or advice is needed. We in turn will be in touch whenever the need arises.

In order to keep you well informed about your child's progress and up to date with school affairs, we provide:

- Year group welcome meetings at the start of the autumn term
- fortnightly consultations (where needed). Parents can make appointments by signing up on lists in the classrooms or by telephoning the school office
- parents' evenings in the autumn and spring terms – an opportunity for individual consultations with teachers
- annual reports - sent out in the summer term
- the school brochure - available to all new families
- parent assemblies
- regular newsletters
- the school website

School Website

The school web address is www.dunningtonprimary.co.uk

We endeavour to populate our website with information which may be of use to you as frequently as possible. Unfortunately we do not have a full-time member of staff to upload information as it is published. We therefore have a system whereby letters sent home via email or with the children are then uploaded periodically for your reference. If nothing else, it allows you to browse information for your child's year group to find out what you should have received! We use electronic communication for those parents that prefer it.

ADMINISTRATIVE MATTERS

How to See and Obtain Documents

There is a full range of documents available for parents to read. Please ask for a copy of our policy based on the Freedom of Information Act. If there is any other information which you would like this booklet to contain please let me know.

The information in this booklet was correct at the time of printing and relates to the current school year 2016/2017. No guarantee can be given that this will remain so in the future. Other information is provided in loose-leaf form with this folder.

Transfer and Admissions

If you are moving into Dunnington and would like your child to attend this school, please contact us by either phone or letter and an appointment will be made to visit the school. If you are moving house, please let us know when the move is confirmed. We will send all the necessary information. We will offer places to all children resident in the catchment area, subject to there being capacity in the relevant school year. The Local Authority manages an appeals procedure for parents of children refused a place.

Transfer to Secondary School

The majority of children from Dunnington Church of England School usually transfer to Fulford School. The children in Year 6 visit local secondary schools prior to entry and staff from the secondary schools visit Dunnington School during the summer term.

If you have a concern or complaint

We would like you to tell us about it. We welcome suggestions for improving our work in the school. Be assured that no matter what you want to tell us, our support and respect for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to investigate properly an incident or problem which has happened some time ago.

What to do first

Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher.

Any member of staff at the school can help you and direct you to the most appropriate person to deal with your complaint. If you have a complaint which you feel should be looked at by the headteacher in the first instance you can contact him/her straightaway if you prefer. It is usually best to discuss the problem face to face. You may need an appointment to do this, and can make one by ringing, calling or emailing the school. You can take a friend or relation to the appointment with you if you would like to do so.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

What to do next

If you are dissatisfied with the teacher's response (or with the headteacher's initial reaction if he/she has already been involved) you can make a complaint to the headteacher. If your complaint is about an action of the headteacher personally, then you should refer your complaint to the governing body. You can contact them through the Clerk to the Governing Body.

You may also find it helpful at this stage to have a copy of the School's Complaints Procedures as this explains in detail what procedures are followed. This is available from the school office and the website.



INFORMATION ABOUT SCHOOL PERFORMANCE 2015/16

(a) Rates of Authorised and Unauthorised Absence

The school is required to publish certain information in the prospectus relating to absence rates of pupils of compulsory school age during the immediately preceding school year.

The total number of registered pupils of compulsory school age on roll for at least one session during 2015/16	253
The percentage of half days (sessions) missed through authorised absence	2.09%
The percentage of half days (sessions) missed through unauthorised absence	0.39%

(b) Key Stage 1 Results

% of pupils achieving expected standard or above in reading	79%
% of pupils achieving high level of attainment reading	38%
% of pupils achieving expected standard or above in writing	72%
% of pupils achieving high level of attainment writing	31%
% of pupils achieving expected standard or above in mathematics	79%
% of pupils achieving high level of attainment mathematics	38%
% of pupils achieving expected standard or above in science	86%

(c) Key Stage 2 Results

% of pupils achieving expected standard or above in reading test	64%
% of pupils achieving high level of attainment reading	30%
% of pupils achieving expected standard or above in writing teacher assessment	82%
% of pupils achieving high level of attainment writing	42%
% of pupils achieving expected standard or above in mathematics test	64%
% of pupils achieving high level of attainment mathematics	12%
% of pupils achieving expected standard or above in grammar, punctuation and spelling test	70%
% of pupils achieving high level of attainment in grammar, punctuation and spelling test	21%
% of pupils achieving expected standard or above in science	94%
Average scaled score in reading test	103.1
Average scaled score in writing	104.4
Average scaled score in maths test	102.7
Average progress in reading	0.32
Average progress in writing	3.38
Average progress in mathematics	-0.14
% of pupils achieving average progress in reading	53%
% of pupils achieving average progress in writing	75%
% of pupils achieving average progress in mathematics	47%
% of pupils achieving an average scaled score in reading test	64%
% of pupils achieving an average scaled score in mathematics test	64%

DESTINATION OF YEAR 6 PUPILS

In July 2016, 28 pupils transferred to Fulford School, 2 pupils to Archbishop Holgate's School, 1 pupil to St. Peter's School and 1 pupil transferred to Pocklington School.

***DUNNINGTON C.of E. PRIMARY SCHOOL
WOULD LIKE TO EXPRESS THANKS TO
BORETREE CHRISTMAS TREES
FOR SUPPLYING
THE SCHOOL CHRISTMAS TREE
EVERY YEAR***



BORETREE CHRISTMAS TREES

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