



RIBCHESTER ST WILFRID'S

**Church of England
Primary School**



Parent Information Booklet 2019/2020

Together, with Jesus, we can LOVE, LEARN and SUCCEED



Mission Statement

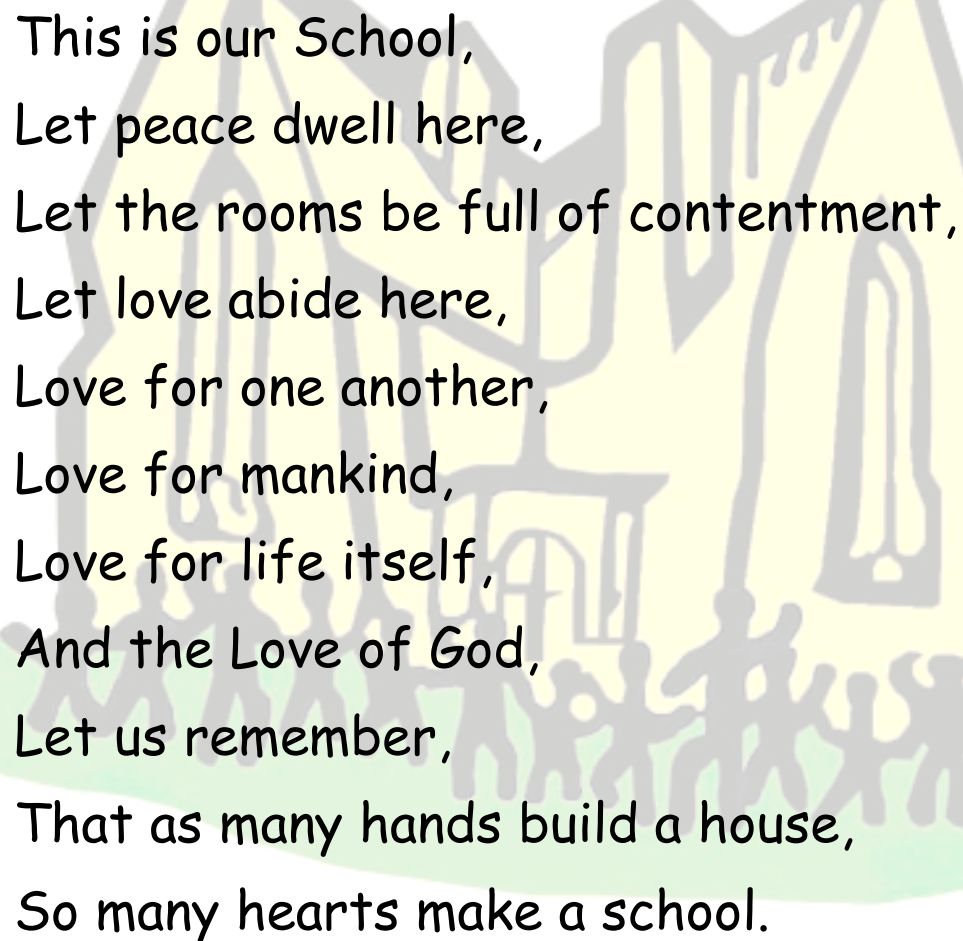
Following the teachings of Jesus, St. Wilfrid's nurtures a love of learning, within a supportive and caring family; encouraging all of us to become confident and resilient members of the world community.

Together, with Jesus, we can LOVE, LEARN and SUCCEED.

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Our School Prayer



This is our School,
Let peace dwell here,
Let the rooms be full of contentment,
Let love abide here,
Love for one another,
Love for mankind,
Love for life itself,
And the Love of God,
Let us remember,
That as many hands build a house,
So many hearts make a school.

Our School



St Wilfrid's School is a Voluntary Aided Church of England Primary School for children aged 4 to 11 years with currently 80 pupils on roll. It is provided by the Church Trustees, governed by its Governing Body (a number of members are appointed by the Church) and maintained by the local education authority, Lancashire County Council.

The school is situated in the small historic, rural village of Ribchester on the banks of the River Ribble. The local area has some small industry, but is mainly agricultural and in the commuter belt for Preston, Blackburn and Manchester.

Our school was founded in 1871 and remained relatively unchanged until the 1960s when indoor toilets and administrative accommodation were provided. In 1978 two new classrooms, additional toilets and cloakrooms were built and the existing infant classroom was converted into the kitchen. Then in 1995 a school office and staff room were added. In 1997 two additional classrooms were built to accommodate the junior children, freeing the hall for P.E. and collective worship. A new secured entrance porch was also completed, providing parents and visitors with easier access to the school office.

In 2004 a much-needed small group room was completed at the rear of the hall in what had been an unused courtyard area.



School Aims

- ❖ To foster a happy atmosphere, which promotes mutual respect, tolerance, open mindedness and an awareness of others' needs in our multi – cultural society.
- ❖ To provide opportunities to develop co-operation, teamwork, trust and positive relationships with others.
- ❖ To educate children in a learning environment, which is safe, secure and enjoys the confidence of both child and parents.
- ❖ To provide many and varied first hand learning experiences to maximise the development of lively, enquiring and imaginative children.
- ❖ We recognise that each child has different abilities and talents and aim to provide equal access for all to the curriculum.
- ❖ We recognise the crucial role of parents/carers in the education process and aim to provide mutually supportive conditions for home/school links.
- ❖ To develop their physical, mental, social, and spiritual growth and help them grow in the understanding of, and in sympathy with, the Christian teaching.
- ❖ To provide opportunities for children to direct their own learning and make choices that encourage independence and a sense of responsibility, preparing them for adult life.
- ❖ To promote positive relationships with the church, community and industry.
- ❖ To provide a curriculum that is creative and makes meaningful links with real life experiences.

The Governing Body

The Governing Body consists of 14 Governors. There are 8 Foundation Governors (appointed by the Diocese and the Parochial Church Council at St Wilfrid's Church), 2 parent governors, 1 teacher governor (appointed by the teaching staff), 1 staff governor, 1 Local Education Authority representative and the Head Teacher.

The role of the Governing body is to promote high standards of educational achievement. They achieve this through ensuring the school offers a broad and balanced curriculum and developing a clear strategic development plan for the school and monitoring its progress.

The instrument of Government for the Governing Body can be viewed in school, as can all the minutes of Governors meetings.

Chair

Mr D Porter (Foundation Governor)

c/o Ribchester St Wilfrid's C of E School
Church Street Ribchester Preston PR3 3XP

Local Education Authority Representative

VACANCY

Foundation Governors

Rev Cannon B McConkey

Mr T Watts (Vice Chair)

Mr J Tomlinson

Mr J Hart

Mrs R Billington

Ms A Flynn

VACANCY

Parent Governors

Mrs V Mason

Dr J Barrett

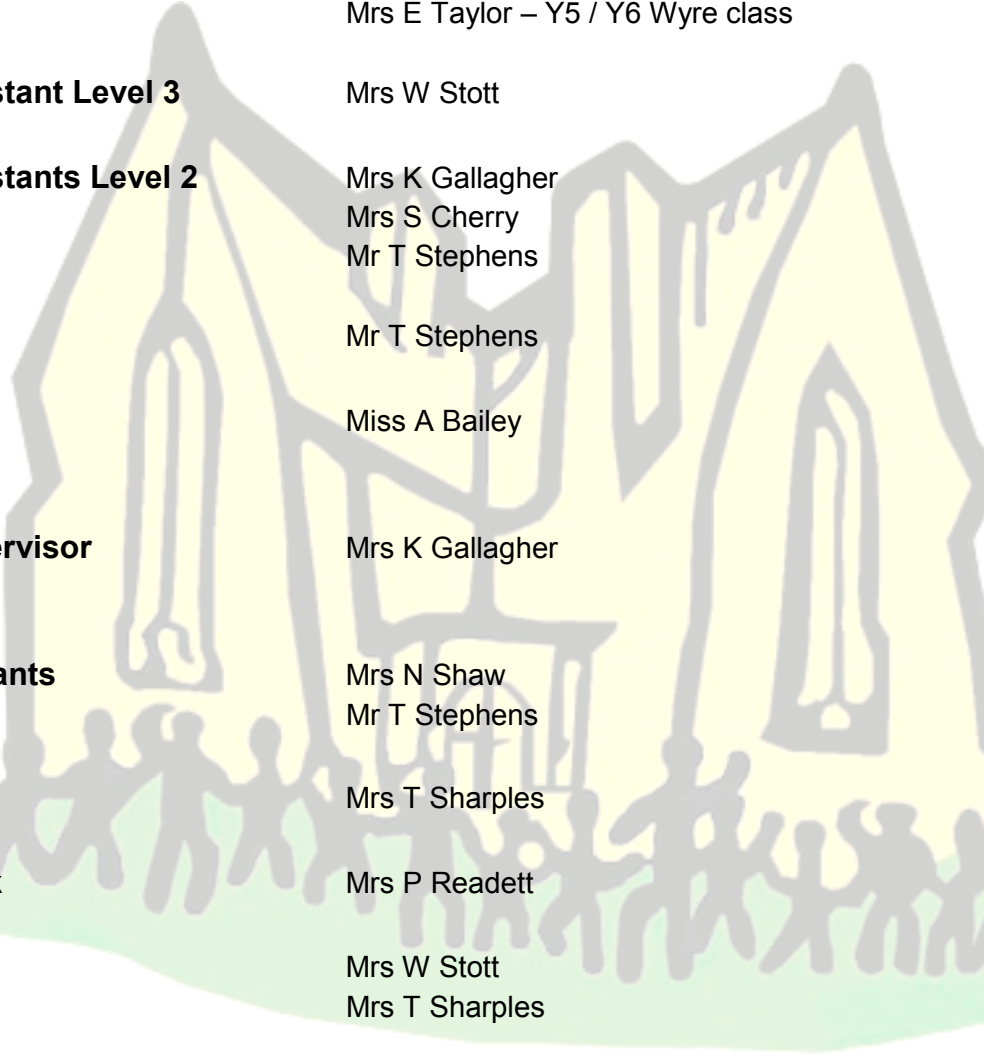
Staff Governor

Mrs E Taylor

Head Teacher

Mrs A G Cottam

Staff at the School – 2019/2020



Head Teacher	Mrs A Cottam
Teaching Staff	Miss N Sowerbutts – Reception Calder Class Mrs E Lester – Y1 / Y2 Hodder class Mrs N Dugdale Y3 / Y4 Ribble Class Mrs E Taylor – Y5 / Y6 Wyre class
Teaching Assistant Level 3	Mrs W Stott
Teaching Assistants Level 2	Mrs K Gallagher Mrs S Cherry Mr T Stephens
Sports Coach	Mr T Stephens
School Bursar	Miss A Bailey
Mid – day Supervisor	Mrs K Gallagher
Welfare Assistants	Mrs N Shaw Mr T Stephens
School Cook	Mrs T Sharples
Assistant Cook	Mrs P Readett
Breakfast Club	Mrs W Stott Mrs T Sharples
After School Club	Miss H Conchie
Site Supervisor	Service Alliance contractors

Class Organisation

The school is organised into three main stages:

- ❖ Foundation Stage: Age 4-5 (Reception)
- ❖ Key Stage One: Age 5-7 (Year 1 and 2)
- ❖ Key Stage Two: Age 7-11 (Year 3, 4, 5 and 6)

Classes for 2019/2020

Calder Class	Hodder Class	Ribble Class	Wyre Class
Reception	Year 1 / Year 2	Year 3 and Year 4	Year 5 and Year 6

All our Key stage 1 and 2 classes are mixed age classes. Each class is made up of two year groups. This is common practice in small schools and also has the benefit of keeping infant class size below the national recommendations.

The School Day

Breakfast Care Club	School starts	Lunch Times	School finishes	After School Care Club
7:45am to 8:45am	9:00am	12:00 – 1:00 pm	3.30pm	3:30pm to 5:30pm

The length of teaching time in each Key Stage is approximately:

- ❖ Key Stage 1 22.5 Hours per week
- ❖ Key Stage 2 23.5 Hours per week

Please ensure your child arrives at school on time in order that s/he has a good start to the day. The school doors are opened from 8:45am each morning, for children to be dropped off. Equally, make sure that your child is collected on time. Some children get upset if they are left at school after the other children have gone home. If you are unexpectedly delayed, please phone school so that we can reassure your child.

We do not allow children to leave school before 3:30pm unless they are collected by a responsible person. Please let us know if you have to make alternative arrangements for the collection of your child.

Absence

If your child is absent from school for any reason the school should be notified of any situations causing a child to be absent from school. In the event of your child not attending school for any reason, you must contact us by telephone on the first day of absence by 9:30am. This should be confirmed by letter on the day of return to school.

Government regulations require all absences to be authorised by the school. If no explanation for an absence is received, it may be recorded as unauthorised and will appear on the child's end of year report. Apart from **exceptional** circumstances, children are not expected to be absent for reasons other than health.

Parents are discouraged from taking holidays in term time. Following a report written in April 2012 by Charlie Taylor, Expert Behaviour Adviser for the DfE, the Government has amended key legislation relating to attendance from September 2013.

As of 1st September 2013 Headteachers cannot authorise any leave of absence during term time unless there are **exceptional** circumstances. Requests for absences should be put in writing and forwarded to the Headteacher in advance. A form for this purpose is available from the school office.

Visit to Doctor / Dentist during school time

On occasion it may be necessary for your child to visit their doctor or dentist etc. during school time. A note should be sent with your child to the class teacher and arrangements made for you to collect your child from school. For safety reasons children are not allowed to set off on their own to meet parents.

Medicines in School

We appreciate that on occasions a child, who has been absent from school because of illness, may be sufficiently recovered to return to school, but a course of medication needs to be completed. All medicines must be kept in the school office (including cough sweets). We ask that a medical form is completed to authorise staff in dispensing the medicine and giving details of the dose required.

School Uniform

We are a uniform school and believe that uniform looks smart, wears well and contributes to a feeling of belonging.

Winter	Summer
Boys <ul style="list-style-type: none"> • Red sweatshirt with school logo • Red polo shirt • Navy school trousers • Socks: grey or black • Sensible black school shoes 	Boys <ul style="list-style-type: none"> • Red polo shirt • Navy school trousers or navy shorts • Socks: grey or black • Sensible black school shoes or sandals
Winter	Summer
Girls <ul style="list-style-type: none"> • Red sweatshirt/cardigan with school logo • Red polo shirt • Navy skirt/pinafore or navy tailored trousers • Smart black school shoes • Tights: red or navy • Socks: white or navy • Sensible black school shoes 	Girls <ul style="list-style-type: none"> • Red & white check gingham dresses • Red polo shirt • Navy skirt or navy tailored trousers • Socks: white or navy • Sensible black school shoes or sandals

The following school uniform, with school logo, is available to purchase or can be ordered in advance:
Please contact the school office:

Sweatshirts:	£9.00
Cardigans	£9.50
Fleece jacket	£11.00
Reversible showerproof jacket	£17.50
Book Bags (Infants)	£5.00
Book Bags (Juniors)	£6.00
Cotton Pump bags (Infants)	£5.00
Nylon Rucksack Style Bag (Juniors)	£5.50

P.E. Kits

The children are expected to change for PE as the hall is kept at a suitable temperature and games are taken outside only when the weather is suitable. All clothing should be clearly named.

P.E. bag with child's name on the outside: <ul style="list-style-type: none"> • Plain red T shirt • Navy blue shorts • Black pumps
At times children will require an additional outdoor games kit comprising of: <ul style="list-style-type: none"> • Navy / Black tracksuit bottoms or leggings • Navy / Black / Red sweatshirt or jacket • Trainers As they may be involved in outdoor games. Staff will inform parents by letter when such kit is required.

It is important that all items of clothing are named, including shoes, wellingtons and pumps.

The children need to wear sensible shoes and warm outdoor clothes, gloves and hats for playtimes. Even warm days can become bitterly cold or wet by the afternoon or home time. We request that children do not wear trainers inside of school.

Jewellery and extremes of fashion are not allowed. A simple watch and a pair of **stud** earrings are acceptable. However the earrings **must** be removed for P.E. and swimming lessons, by your child. If children do have their ears pierced, we recommend that they have them done at the beginning of the summer holidays. This will enable adequate healing time before returning to school in September.

School Curriculum

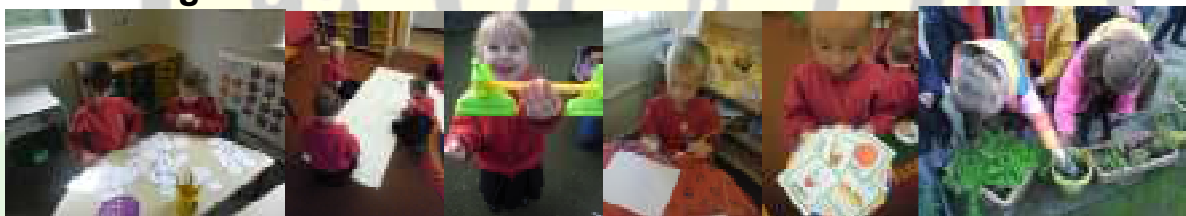


We recognise that education in its broadest sense is an integral part of everyday life. The school curriculum comprises all the learning and other experiences, which the school plans for its pupils. Our mission statement and aims set out the context within which our curriculum is planned and delivered.

A Creative Curriculum

We believe that children are born with the capacity to be creative and that we have the responsibility of ensuring that children's individual creativity is nurtured. We aim to build creativity into the school's curriculum, to provide a stimulating physical environment and to work with outside partners to enrich learning including visitors to school as well as outside visits. We make purposeful links between subjects to enhance teaching and learning for all children. The curriculum is taught through topics which encompasses as many subjects as possible including English and Maths where possible. Whenever possible school visits either in or out of school are used to enhance the curriculum that is taught.

Foundation Stage



Upon entering school children are not subject to the requirements of the National Curriculum. Instead the school plans activities in line with the New Early Years Foundation Stage Guidelines, in common with schools throughout the country. The Early Years Foundation Stage provides a suitable introduction to the National Curriculum.

Children will learn skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first:

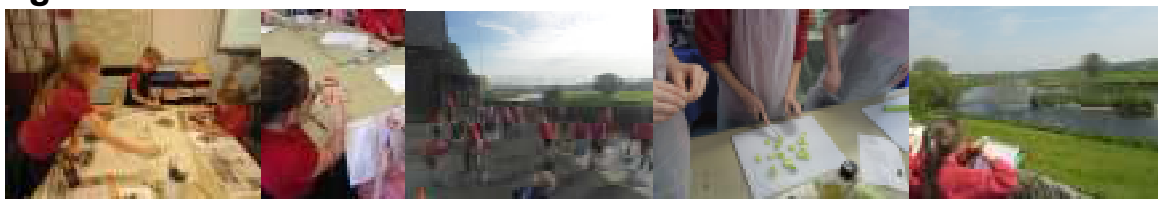
- ❖ Communication Language
- ❖ Physical Development
- ❖ Personal, Social and Emotional Development

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts and Design

Key Stage One and Two



From September 2014 a new National Curriculum has been taught in all schools. All children have an hour of English (Literacy) and 50 minutes of Mathematics (Numeracy) each day. These are the core subjects along with Science. All subjects taught in school are listed below:

Core Subjects:

- ❖ Mathematics
- ❖ English (Literacy)
- ❖ Science

Religious Education: this is a compulsory subject, but parents have the right to withdraw their child from R.E. lessons and Collective Worship on religious grounds if they wish. Parents considering withdrawing their child/ren from Religious Education are requested to arrange an appointment to discuss the implications of such a decision.

Foundation Subjects:

- ❖ History
- ❖ Geography
- ❖ Art
- ❖ Music
- ❖ Drama
- ❖ Design and Technology
- ❖ Physical Education (PE)
- ❖ Computing
- ❖ Information and Communication Technology (ICT): this is a basic skill to be learnt and applied to all other subjects.

Latest SATs Results

Key Stage 1 Assessment Results 2019

The number of eligible children was 13.

	% Working at the Expected Standard	% Working at Greater Depth
Reading	92	46
Writing	69	8
Mathematics	77	46
% Combined Reading Writing and Mathematics	69	8

Key Stage 2 Test Results 2019

Number of pupils eligible for Key Stage 2 Assessment was 17.

	% Working at the Expected Standard	% Working at a Higher Standard
Reading	83	30
Writing	83	12
Mathematics	83	12
GPS	89	12
% Combined Reading Writing and Mathematics	77	6

Religious Education

St Wilfrid's is a Church of England Primary School and everything we do is within the framework of our Christian faith. Our strong links with both the church and community of Ribchester are very important to us. The Christian dimension is emphasised and encouraged in all aspects of school life, not just in Religious Education lessons and Collective Worship. The school is affiliated to the Anglican church of St Wilfrid's Ribchester with St Saviour Stydd. The school also has close links with St Peter and St Paul's Roman Catholic Church and welcomes children from both traditions.

The religious education scheme of work is based upon the recommendations of the Blackburn Diocesan Board of Education. Weekly Religious Education lessons are drawn from the scheme and provided for all children at the school. Therefore 80% of our time is allocated to the teaching of Christianity and 20% of our teaching is spent on faiths such as Judaism, Islam and Sikhism.

Children from families attending St Peter and St Paul's meet regularly for specific Religious Education study and preparation for Mass. They also attend the Catholic Church once a term and the whole school worships there on specific festivals.

In accordance with the provision of the 1988 Education Act the School has a period each day set aside for collective worship. The school attends worship at St Wilfrid's Church every Wednesday and on several special occasions throughout the year.

Worship

The school is proud of its Christian ethos and the links it has to St Wilfrid's Church of England Church and St Peter and St Paul's Roman Catholic Church. The worship in school reflects both traditions. As with Religious Education parents considering withdrawing their child/ren are requested to arrange an appointment with the Head Teacher to discuss their concerns.

There is a period of worship every day either in school or at St Wilfrid's or St Peter and St Paul's.

The school attends worship, led by the Rector, at St Wilfrid's Church every Wednesday. The arrangements for those children who attend St Peter and St Paul's are explained above.

Special Services in Church:

The children are involved in special services at the church during the year. These have included Harvest Festival, Mothering Sunday, Easter Celebration, and Christmas Carol Service.

There are several times during the year when all the children are expected to attend St Wilfrid's Church for Sunday worship. The children may be involved in leading the worship through singing, reading or praying. The services are always planned in advance and parents will be informed through the school newsletter.

Right of Withdrawal

Parents have the right to withdraw pupils from Religious Education and Worship. However since the conduct of the school as a whole and its ethos reflects the special relationship of the Church of England and Roman Catholic Church, removal of pupils from Worship or Religious Education would not insulate the children from the religious life of the school.



Children with Special Educational Needs

St Wilfrid's Church of England Primary School is committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we endeavour to ensure that every child is included in all aspects of school life and is supported, according to his or her needs within a broad and balanced curriculum. It is recognised that within our school some children will have special educational needs and will require additional levels of support if they are to access the curriculum effectively and so develop to their full potential. The school has in place a detailed SEN policy which is available to parents on request.

Despite the class teacher's support and differentiated planning some children have difficulty in learning. If this happens we will provide additional help and support. We will discuss this with the parents and devise a SEN Support Plan for the child. Miss Leaver-Heaton – the Special Educational Needs Coordinator (SENCO), and the class teacher, will review this each term. Parents will be invited to this meeting but if they cannot attend a copy of the reviewed SEN Support Plan targets and new targets will be sent home and any comments will be noted.

If, despite this help, we are still concerned that a child is not making progress we will increase the help that is given to a child. We will do this if we feel that a child is falling significantly behind the rest of the class and we do not feel we have sufficient expertise in school to plan appropriate curriculum activities. If this is the case we will ask for advice from professionals not directly employed by the school. In a small number of cases where a child meets the LEA criteria for action we will refer the child to the LEA so they can consider making a detailed diagnostic assessment. This will be fully discussed with the parents beforehand. For pupils who have an Education, Health and Care plan, the school will hold statutory reviews and meet all statutory requirements.

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right to access the records relating to their own child and any school documentation they may feel appropriate. Should a parent have concerns about the progress of their child they should discuss them with the class teacher. If there continues to be a concern then this should be brought to the attention of the SENCO (Miss Leaver-Heaton).

The SEN policy is available for inspection on request. In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school
2. Ensure good working relationships with parents, carers and the community
3. Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement
4. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored
5. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils
6. Ensure that the school liaises effectively with special schools and outside agencies to meet the needs of staff and pupils.

Children with Disabilities

A request for a place at St Wilfrid's school for a child with a disability or learning difficulty will be sympathetically considered. The school understands that this is where the child's ordinary needs can be met, but must be sure that their additional needs can also be met in full. If St Wilfrid's School is currently without the type of provision necessary for a child, whether for a physical disability or learning difficulty, every effort will be made by the school working together with parents, governors and the Local authority to make available what is required. Each case will be treated individually.

Arrangements for the admission of children with disabilities begin prior to the pupil joining school. In the first instance the family visits school for a preliminary discussion. A review meeting is then arranged with the family, Headteacher, SENCO, class teacher, pre-school staff and outside agencies to determine the child's needs and implications for the school's provision for inclusion.

The school is committed to inclusion to prevent disabled children being treated less favourably than other pupils. The school aims to be an accessible place for all people, whatever their age, ability, race, culture or gender. The Inclusion policy is available on request.

The school has an accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school for pupils with disabilities. This is available to view on request.

Facilities in place which increase access to the school are as follows:

- The school is on one level and has full wheelchair access to all areas.
- Disabled toilet facilities.
- Paths outside school to make the infant and junior playgrounds more easily accessible.

What do we understand by disability?

"Disability: is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para 1.1). This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act as follows:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognised has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day to day activities.
- We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition. Children with ADHD, Autism, significant dyslexia and epilepsy are also included.

During 2007 a consultation group of parents, governors, staff and other interested parties have met to agree a Disability Equality Scheme as required by the Disability Discrimination Act. This was published by December 2007.

Able, Gifted and Talented Pupils

At St Wilfrid's, we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. Children deserve an education that encourages them and motivates them to achieve their potential. Opportunities are offered to enable the more able pupils to fully develop their abilities within the context of the spiritual, moral, social and cultural framework of the school. Teachers in our school plan carefully to meet the learning needs of all pupils.

Which Pupils? A school definition:

- Able and talented pupils who demonstrate abilities in one or more areas (not necessarily in the academic curriculum), which place them into the top 10-15% of our school population and who would benefit from an effective and differentiated programme.
- Those pupils who have a broad spectrum of high ability when viewed against national norms.
- Those pupils who have a particular skill and ability in discrete areas, for example, music, art, P.E, maths etc.

Exceptionally able (gifted) pupils (the top 2% nationally) may have very distinctive needs that may require a significant modification of the curriculum.

Parents will be informed when their child is placed on the school's register of able pupils, and also that their child is no longer on the register, if appropriate.

The school's Policy for the Further Development of Able and Talented Children is available on request.

Personal Social and Health Education

We have a structured approach to PSHE and use 'Circle Time' throughout the school and across the curriculum to give children the opportunity to explore issues together in PSHE. There is also an elected School Council. Christian values promoted by the school, particularly forgiveness, reconciliation, equality, justice and peace underpin our approach to PSHE.

We try to help our children towards an understanding of the wider world and encourage them to empathise with the difficulties and concerns others face both in our country and beyond. This stops not simply at learning about those things but also taking part in activities to help those less fortunate whether at home or abroad.

Pastoral Care

All members of the staff are concerned in the day-to-day care and well-being of the children in school. The school also has the support of an Education Welfare Officer and a School Nurse. The children are encouraged to talk with their class teacher or any member of the staff, if anything is worrying them. We as a school are also here to help, and parents can always come in to talk any worries through.

Water Bottles

Every child is allowed a bottle of water to drink during the day. The bottles are provided by the school.

Fruit / Snacks

The school takes part in the National Fruit Scheme and encourages the children to choose healthy options for snack times. Infant children are offered a piece of fruit or vegetable to eat as part of this scheme free of charge.

Children in Key Stage 2 are able to purchase fruit (in the summer and beginning of autumn term) or toast (end of autumn and spring term) from the school kitchen (20p a portion) at morning break or bring with them a healthy snack. Parents are asked to support the school with a healthy focus when preparing their children's packed lunch or break time snacks (KS2 only)

No Smoking

St Wilfrid's is a no smoking school. Smoking is not permitted in the building or within the school grounds. This applies to staff, parents and all visitors and users of the school. From July 2007 it became illegal to smoke on the school premises.

Discipline and Rules

In accordance with the school's Behaviour Policy and Mission Statement, which is available in school for parents to consult, the expected behaviour of the children is firmly based in the Christian ethic. Experience shows that reward and praise can be better means of discipline than punishment. A structured reward system incorporating house points, certificates and reward stickers is operated in school.

We aim to keep the specific rules to a minimum and reflect the necessity for safety and the consideration of others.

- ❖ Children are expected to move around the building in a quiet and orderly manner, without running.
- ❖ We expect all children to be polite and obedient to all adults in school.
- ❖ During playtime or lunchtime children may only stay in school with the permission of a teacher, following a letter from home.

Sanctions outlined in the Behaviour Policy (available in school and on school website) are used when necessary.

In more serious cases a letter may be sent home and parents invited to come to school for consultation.

Exclusion from school, either temporary or permanent, is a last resort.

The support of parents is requested in all matters relating to discipline and standards.

Safeguarding and Child Protection

In our daily dealings with children the school is in a position to observe signs of abuse or changes in behaviour. Parents should be aware therefore, that where the school has cause for concern, they are required as part of agreed Safeguarding / Child Protection Procedures, to report their concerns to Social Services.

Extra-Curricular Activities



The school is involved in a wide variety of activities throughout the year. The activities undertaken contribute to providing a broad and balanced curriculum for all children.

Some of the activities are: Art, Crafts, Cooking, French, Gardening, a variety of sports.

- ❖ Excursions to places of interest - These may be to extend studies undertaken within the classroom.
- ❖ Visits to the Theatre
- ❖ Visits to Liverpool Philharmonic Orchestra
- ❖ Participation in the Shakespeare's Festival for Schools (alternate years)
- ❖ Peripatetic Music Tuition
- ❖ Residential Visits e.g. Tower Wood / Lockerbie Manor / Robinwood (Outdoor Activity Centres)



School Council

St Wilfrid's has an active school council, with members elected from each of the year groups by the children. The members of the council meet to discuss ideas brought up in their class councils, and develop the suggestions made. Several charities and organisations have benefited from the fund raising done by them.



Eco-council

The Eco Council at Ribchester St. Wilfrid's C of E Primary School, is made up of children who are elected from each year group every September.

The Eco council is pivotal in developing projects for the whole school to be involved in; for example: waste minimization, recycling, growing their own food, looking after the school hens, producing compost for the kitchen garden and maintaining the school pond and wildlife areas.

All of this hard work has resulted in our School being awarded the prestigious Eco Schools Green Flag award in April 2009, for the second time in November 2011 and the third time in May 2014.



Fairtrade Ambassadors

St Wilfrid's encourages the children to think about Fairtrade and how this can affect others in the world.

The first Friday of each month we have a Fairtrade break, where children are invited to buy Fairtrade carton of juice or hot chocolate (in the winter months) and a Fairtrade biscuit.

School Meals



School Lunches

At lunchtime, we have excellent school dinners cooked on the premises and served in our school hall. Our kitchen is classed as a 'Fresher Plus', which uses fresh ingredients for all meals.

Mrs Sharples and the kitchen staff provide school meals. There is a choice of menu daily; fresh fruit and salad are available daily. The kitchen provides healthy choices and special diets. A copy of the school menu is available at school.

As of September 2014 all children in Reception, Year 1 and Year 2 will be entitled to Universal Infant Free School Meals. However if you are in receipt of certain benefits or have a household income below the government's threshold it is important that you register your entitlement with the area education office (see below) so that your child becomes eligible for 'Pupil Premium'

In Key Stage 2 all school meals are paid for in advance on a Monday. Money should be brought in a sealed envelope bearing the child's name and class. Cheques should be made payable to Lancashire County Council (LCC). The cost of one meal is £2.30 (£11.50 a week).

At present Free School Meals (Pupil Premium) are available for parents in receipt of:

- Universal Credit with a household income of less than £7,400 a year (after tax and not including any benefits you get)
- Income-Based Jobseekers' Allowance
- Income-Related Employment and Support Allowance
- Child Tax Credit, not entitled to Working Tax Credit and household income less than £16,190
- Support under part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- Income Support
- Working Tax Credit 'run on' – the payment you receive for a further four weeks after you finish work

Information about claiming for this can be obtained from:

Area Education Office South
Joint Divisional Offices
East Cliff
Preston
PR1 3JT
(01772) 531809

Packed Lunches

Children may also bring packed lunches. A suitable container must be used with nothing that is glass or breakable inside. Children having a packed lunch will be supervised along with the children taking school meals. A booklet promoting healthy lunchboxes is available from the school office.

Milk

Milk is available each day for all children in Reception, Year 1 and Year 2, who request it. The cost of infant milk is £14.50 a term. This becomes payable from the day of their 5th birthday. Cheques should be made payable to Lancashire County Council (LCC). Those in receipt of Free School Meals (Pupil Premium) are entitled to free school milk.

Money

All money, whether cash or cheques, should be handed into the school office. When sending money or cheques into school, please seal it in an envelope that is labeled with your child's full name and what the money is for.

Home and School

At St Wilfrid's we actively encourage parental involvement in their children's education and hope the education process will be a partnership with shared aims and objectives.

To aid and develop this interdependence the following arrangements exist:

- ❖ Parents are welcome to contact school at any time to make an appointment to consult with either the Head Teacher or Class teacher.
- ❖ Each year parents will be invited to the school twice a year to discuss their children's progress.
- ❖ A formal written report will be issued at the end of the summer term each year.
- ❖ Circulars or letters providing information will be sent home when appropriate.
- ❖ Parents see a Target Booklet for their child at each parent's evening which explains the focus for the child's learning and in their child's homework diary.
- ❖ A meeting will be held for parents of new children each summer term and a booklet called 'Starting School' issued.
- ❖ Parents will be invited to see the work of the school annually through an 'Open Day'. They may also be asked to assist with certain events, projects or outings.
- ❖ A Home Reading Scheme exists in which parents are invited to become involved with their children's reading.

Parent – Teacher and Friends Association

We are very fortunate at St Wilfrid's to have an enthusiastic and committed group who support the school and help us to offer a wide variety of experiences and purchase resources to benefit all the children.

There is a full programme of fundraising, social and educational events planned each year. The PTFA have held several events throughout the year. A few are: a hoe-down night, Christmas fair, games night, treasure hunt, quiz night and a summer fair.

Last year the PTFA opened an 'Easyfundraising' account to allow parents to raise monies from online purchases at <https://www.easyfundraising.org.uk/causes/ribchesterswcptfa/>

The main focus of support that is given to school is the payment of coaches, visits and visitors. As we have developed our curriculum to be more creative and cross-curricular we have tried increasing the opportunities children have for hands-on involvement and experience. The PTFA enables us to provide these exciting and stimulating opportunities.

This year the PTFA have paid for the new stage that can be used by the whole school on a regular basis i.e.: class assemblies and school productions.

In the school year of 2019/2020 the PTFA funded the following activities for the school:

- ❖ Cost of the coach to take Year 5 and 6 children to the residential trip
- ❖ Cost of the coach for school visits
- ❖ Payment of subscription to MyMaths – online homework for maths
- ❖ Contribution towards the School to parents' text service
- ❖ Purchased two sheds for the EYFS area

In addition the P.T.F.A. funds Christmas parties, End of year discos and Leavers' Hoodies for Year 6 school leavers.

If you would like to get involved please contact Rachel Billington, Chair of the PTFA – even if you don't have time to join the committee, we would welcome your support.

Homework Policy

Aims

Ribchester Church of England School aims to develop a consistent approach to homework and has developed a pattern of progression throughout the school.

Homework will be set for a variety of purposes:

- ❖ To help children in the learning of important facts and information e.g. tables and phonics/spellings.
- ❖ To develop research and independent learning skills.
- ❖ To practice and refine skills already learnt in school.
- ❖ To help children make the transition between Primary and Secondary School by learning to complete tasks at home.

Objectives

Homework will be set at the discretion of the class teacher. The nature will be purposeful and relate to classroom tasks. Homework will normally encompass the following areas:

- ❖ Reading: Children will be expected to read at home every day for a minimum of 10 minutes and small related tasks may be set.
- ❖ Learning of facts e.g. tables, phonics/spelling.
 - Phonics (Foundation Stage and Key Stage1) – The phonics being learnt each week will be sent home in a phonics exercise book for the children to practice.
 - Spelling (Key Stage 2) will usually be taught in family groups or directly linked to work in school for the children to practice.
There will be no formal spelling tests administered in school.
 - Number facts to learn and/or consolidate.
- ❖ Learning Journals involving the completion of a project to be researched at home. These will be sent out by the end of the second week of a new half term, to be returned by the first day after a school holiday.
- ❖ Where children have failed to complete required tasks in class, these may be sent home for completion at the discretion of the individual class teacher.
- ❖ Individual children experiencing difficulties with particular work may be given extra work to complete at home to help their educational progress.

Frequency of Homework:

	Reading	Phonics / Spelling	Learning Journals	Number Facts
Calder	Daily	Weekly	Half termly (Reception starting in the Spring Term)	When required
Hodder	Daily	Weekly	Half termly	When required
Ribble	Daily	Weekly	Half termly	When required
Wyre	Daily	Weekly	Half termly	When required

Procedures for Complaints

Parents who feel they have cause to complain about the action of the Governing Body or Lancashire Education Authority with regard to the school curriculum or associated matters should initially make an appointment to discuss the matter informally with the Head Teacher. Where the conclusion of these discussions proves unsatisfactory, the complainant may want to make a formal written complaint to the Governing Body or LEA, as appropriate. If the complaint remains unresolved at local level, the complaint may be referred to the Secretary of State for Education. Further details may be obtained from the school.

Governors' Policy Relating To Charging

The basic principle is that education provided by the school shall be free of charge, if it takes place wholly or mainly during school hours.

- ❖ A charge may be made for individual tuition in the playing of an instrument, except where it is provided as part of the National Curriculum.
- ❖ Parents or pupils may, on a voluntary basis, contribute ingredients, materials or equipment needed for practical subjects such as Art and Craft, Technology and Cooking. The school may charge for materials if parents have indicated in advance that they would like a finished product.
- ❖ The Governors and Head Teacher may invite voluntary contributions in support of any activity organised by the school, such as educational visits to the theatre, or visits to school by theatrical companies. They may also invite assistance with transport to and from events. [Currently the P.T.F.A. funds transport costs].
- ❖ All pupils will be able to access all events and visits regardless of their parents' ability to pay
- ❖ A charge may be made for any voluntary activity that takes place outside school for more than 50% of the time.
- ❖ The Governors reserve the right to invite parents to contribute to the cost of replacing damaged or lost property as a result of the actions of their children.
- ❖ The policy will be reviewed annually in the autumn term.

Ribchester St. Wilfrid's Church of England Primary School
ADMISSION ARRANGEMENTS
For September 2020

Making an application

Applications for admission to the school for September 2020 should be made on-line at www.lancashire.gov.uk (search for School Admissions) between September 2019 and 15th January 2020. It is not normally possible to change the order of your preferences for schools after the closing date.

Parents **must** complete the Local Authority electronic form, stating three preferences. Parents who wish their application to this Church school to be considered against the faith criteria **should** also complete the supplementary form. If the school is oversubscribed, a failure to complete the supplementary form may result in your application for a place in this school being considered against lower priority criteria as the Governing Body will have no information upon which to assess the worship attendance.

Applications should be made on-line on the common application form; the Diocesan Supplementary Form appears when you click "Submit". It should be printed off and handed in to the appropriate school or schools.

Letters informing parents of whether or not their child has been allocated a place will be sent out by the Local Authority on 16th April 2020. Parents of children not admitted will be informed of the reason and offered an alternative place by the Authority.

Admission procedures

Arrangements for admission have been agreed following consultation between the governing body, the Diocesan Board of Education, Local Authorities and other admissions authorities in the area.

The number of places available for admission to the Reception class in the year 2020 will be a maximum of 16

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a Statement of Educational Need or Health and Care Plan naming the school, the governing body will allocate places using the criteria below, which are listed in order of priority.

1. (a) **Children in public care and previously looked after children.**

This includes any "looked after child", "previously looked after children" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. . 'Looked after' means that the child was (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.

(b) **Children with special medical or social circumstances affecting the child where these needs can only be met at this school.**

Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school is question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

2. Children who have a sibling attending the school on the date of application and on the date of admission.

Siblings include step, half, foster, adopted brothers and sisters living at the same address.

3. Children whose parents live within the ecclesiastical parish of Ribchester with Stydd

A map showing the boundaries is available in the school brochure.

4. Children whose parents live outside the ecclesiastical parish of Ribchester with Stydd

(a) Children with a parent/guardian worshipping in a church in full membership of *Churches Together in England* or *Evangelical Alliance*.

"Parental worshipping" is normally taken to mean a minimum of 1 attendance at church at public worship for over at least the 6 months leading up to the 1st September 2019.

The governors will request confirmation of this from the relevant member of the clergy or church officer.

The lists of Churches can be found on the *Churches Together in England* website at cte.org.uk, and for the Evangelical Alliance at eauk.org; lists are taken as on 1st September 2019. Churches in membership of the equivalent bodies to CTE in Northern Ireland, Scotland and Wales are equally accepted.

(b) Other children

Tie break

Where there are more applicants for the available places within a category, then the distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This address point is within the body of the property and usually located at its centre. Where two addresses have the same distance, or the cut-off point is for addresses within the same building, then the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

Admissions information:

In 2019, there were 10 applications for 16 places

Late applications for admission

Where there are extenuating circumstances for an application being received after the last date for applications, and it is before the governors have established their list of pupils to be admitted, then it will be considered alongside all the others.

Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.

Waiting list

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

This waiting list will operate for the full autumn term.

Address of pupil

The address used on the school's admission form must be the current one at the time of application, i.e. the family's main residence. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. If there is any doubt about this, then the address of the Child Benefit recipient will be used. Parents may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties, e.g. the child's GP, Council Tax Office, Electoral Registration Officer, utilities provider. For children of UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

Non-routine or in-year admissions

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine or in-year admissions. Parents wishing their child to attend this school should arrange to visit the school. They will be provided with an application form once they have a definite local address. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no place, then the admissions committee will consider the application and information about how to appeal against the refusal will be provided. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, e.g. exchange of contracts or tenancy agreement with rent book.

Please note that you cannot re-apply for a place at a school within the same school year unless there has been relevant, significant and material change in the family circumstances.

Appeals for routine admissions

Where the governors are unable to offer a place because the school is oversubscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. **Parents should notify the clerk to the governors at the school by 28th April 2020.** Parents will have the opportunity to submit their case to the panel in writing and also to attend in order to present their case. You will normally receive 14 days' notice of the place and time of the hearing.

Appeals which are received after the deadline will be slotted into the schedule where this is possible. There is no guarantee that this will happen and late appeals may be heard after the stipulated date at a second round of hearings. The schedule is subject to change depending upon the availability of appeal panel members, clerks, venues and the number of appeals for each school (which will vary year on year).

Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as the result of an intentionally misleading application from a parent (for example a false claim to residence in the catchment area or of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of a place. The application will be considered afresh and a right of appeal offered if a place is refused.

Deferred admission

If your child is due to start school during the next academic year, it is important that you apply for a place for September. If your child's fifth birthday is between the months of September and December, then, if you wish it, admission may be deferred until January; if it is between January and April, then admission may be deferred until the start of the summer term though it is likely to be in your child's interest to start no later than January. You may also request that your child attend school part time until he/she reaches his/her fifth birthday.

Admission of children outside of their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if a child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child¹ 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. Admission Authorities **must** make clear in their admission arrangements the process for requesting admission out of the normal age group.

Admission authorities **must** make decisions on the basis of 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, their 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. *They **must** also take into account the views of the head teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority **must** set out clearly the reasons for their decision.*

Where an admission authority agrees to a parents' request for their child to be admitted out of their 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 **must** process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application oversubscription criteria where applicable. They **must** not give the application lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against 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.*

Twins, etc.

Where there are twins, etc. wanting admission and there is only a single place left within the admission number, then the governing body will exercise as much flexibility as possible within the requirements of infant class sizes. In exceptional circumstances cases we are now able to offer places for both twins and all triplets, even when this means breaching infant class size limits.

¹ The term summer born children relates to all children born from 1 April to 31 August. These children reach compulsory school age on 31 August following their fifth (or on their fifth birthday if it falls on 31 August) It is likely that most requests for summer born children admitted out of their normal age group will come from parents of children born in the later summer months or those born prematurely

**Diocesan Supplementary Information Form
Admission to primary school, 2020****Ribchester St. Wilfrid's Church of England Primary School****Name of child:**

Surname Christian names

Date of birth

Boy

☐

Girl

☐**Name of parent/guardian**

Address

.....

.....

Post code

Contact telephone number

If you are applying to this school on faith grounds, please complete the following sections:**Place of worship** one of parents / guardians regularly attends:

Name of place of worship

Address

.....

Name of vicar / priest / minister / faith leader / church officer:

.....

Address

.....

.....

Post code Telephone

Your faith leader will be contacted in order to provide the information.**Return this form to the school before 15th January 2020.**

This form is for use of the School; it will be sent to the appropriate faith leader, to be returned direct to the school.

**Clergy Reference Form
Admission to primary school, 2020**

Ribchester St. Wilfrid's Church of England Primary School

Name of child:

Surname Christian names

Date of birth Boy ☐ Girl ☐

Name of parent/guardian

Address
.....
.....

Post code

Contact Telephone

This parent has given your name as a reference for his/her commitment to the church/place of worship.

Our criteria require the parent to have attended their place of worship once a month for six months prior to 1st September 2019.

Has this been the pattern for this parent? YES / NO

Signed

Name Date:

Position

Church

Please return this form to

By

RIBCHESTER ST WILFRID

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