

We welcome you and your child to St. Helen's Catholic Primary School.

The school works in partnership with St Michael and All Angels, Wombwell, and Sacred Heart, Goldthorpe, to develop links between staff, pupils and governors that benefit our three schools and strengthen our educational provision. In September 2007 the three schools officially federated under one Governing Body. Similarly, our three parishes work together in partnership, sharing the same parish priest, Fr Brian Davies.

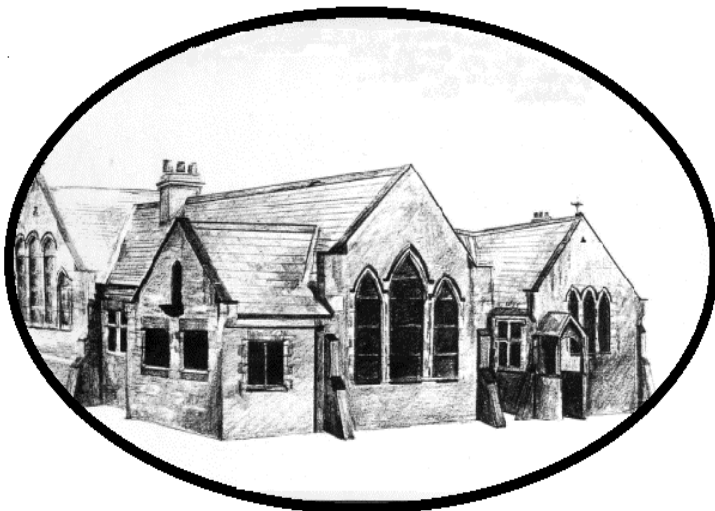
**Our federation of three Catholic schools works together in Hoyland, Goldthorpe and Wombwell as part of the mission of the Church in education.**

**Together we believe that each person is gifted, unique and loved by God and therefore worthy of deep respect .**

**Together we are committed to working in partnership to create challenging, stimulating and effective learning and teaching where Christ is our inspiration.**

**Together we recognise our responsibility to nurture each individual in our school community.**

As a Catholic school we believe that everything that happens within our school has the potential to reflect the gospel values of love, peace, truth and justice and our belief in St. Helen's as a Christ-centred community.



One of the distinctive features of the school is that many of the parents and grandparents of our present pupils attended St. Helen's as children. We believe that this enhances the school, by their continued support and, of course, through their children and their children's children. They remain valued members of the St. Helen's School community.

In 1997 the school celebrated its Centenary on the current site.

The highlight of the Centenary year was the visit by Bishop John Rawsthorne in September 1997 when he celebrated mass for the whole school before blessing the Centenary Garden and the entrance area fitted with the ceramic "Welcome" plaque created and presented to the school by former pupil Mrs Mary Lovell.

The school's present and its future are as important as its past. We strive continually to set new objectives and targets that will benefit the education of our children enabling each child to reach his / her full potential, foster the development of caring Christian attitudes as well as furthering the involvement and the harmony of the whole St Helen's community.

Developments to the school building continue to take place under a planned programme of work. The most recent phase has included the replacement of the school roof and the refurbishment of a media room to accommodate recording and filming equipment that has been such a positive feature of the school since its involvement in a national Creative Partnerships project since 2002. The safety of staff and pupils is of paramount importance and security arrangements, including access to the school, its playground and field, have been improved in recent years including decorative fencing at the front of school.

Every effort is made to ensure that your child will receive the highest quality of education, attaining the highest possible achievements using the most appropriate equipment, materials and technology available in premises that are maintained at the highest possible standard. Your support in making this possible is vital. Every effort is made to enable all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups. Staff at St Helen's Catholic Primary School value pupils of different abilities and support the inclusion of every pupil in our plans to improve and develop.

In the most recent inspection of the school in July 2008 Ofsted reported that St Helen's Catholic Primary is “ .. **a good and inclusive school. It has outstanding features in the personal development and well-being of pupils and in the media and film making aspect of the curriculum. The high value parents place on the pastoral work of the school is typified by the comment, 'The absolute dedication and commitment of all staff at St Helen's is second to none.' All pupils make good progress in their learning. The school gives good value for money.**”

**In addition the Section 48 Ofsted Inspection of the religious life of the school (November 2008) reported “The provision of Catholic education at St Helen's is outstanding. The school is a very caring, warm community. The ability of everyone to reach out to each other is clearly apparent in the warmth of the welcome everyone receives from the Headteacher and Staff.”**

We hope that during your child's years at St. Helen's you will always feel welcome in the school whether it is to discuss your child's progress or any worries you may have, to offer your help in the school working with children or as a member of the Parents' and Friends' Association.

## **ST HELEN'S STAFF 2009 - 2010**

Head Teacher:	Mr. S.P. Harrison
Class 1	Ms A. Beedham
Class 2	Mrs. F. Walker
Class 3	Miss A. Wright
Class 4	Mrs. B. Arnold Mrs L. Whitmore
Class 5	Mr. P. Griffiths ( Deputy Head )
Teaching Assistants:	Mr. P Arnold Mrs N Bywater Ms G. Claydon Ms M Fisher Miss S Hinchliffe Mrs C. Langley Mrs. C. Layte Mrs. P. Newell Mrs P Sokell Mrs G. Smith
Secretary:	Mrs. B. Orrell
Assistant Secretary:	Mrs. L.Smith.
Caretaker:	Mrs. J. McDermidd
Cleaner :	Mrs J. Batty
School Catering:	Mrs. M. Hayes (Catering Supervisor) Mrs M Ackroyd Mrs. J. Hardwick
Lunch-time supervisors:	Mrs L. Bright Mrs N Bywater Mrs C Langley Mrs A Shore Mrs L Wood Mrs. J. McDermidd
School Crossing Patrol:	Mrs L. Bright

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## School Hours

<b>Morning</b>	<b>8.55am - 12.00 noon</b>
<b>Afternoon</b>	<b>1.30 - 3.30 pm. (Classes 1 and 2 )</b>
	<b>1.00- 3.30 pm. (Classes 3, 4 and 5 )</b>

Parents are asked to ensure their child arrives in time for the start of the school day, 8.55am. Although the school only allows pupils to come into the school early in an emergency there are local facilities who operate breakfast and after school clubs.

### **1. ADMISSIONS POLICY AND ARRANGEMENTS 2009 - 2010**

1.1 St Helen's Catholic Primary School is a mixed school catering for the needs of Catholic children in the area between the ages of five and eleven. In accordance with the school's admissions policy children are admitted at the beginning of the term that they reach the age of five. The school has a "standard admissions number" of 20. The Government's Class Size Initiative limits Infant classes to 30 and the school is therefore unable to accept more than its Standard Admissions Number of 20. The full policy is contained in the Barnsley Local Authority Admissions Booklet, published in September 2008, including the form for application.

Although the law does not require children to be admitted to school until the beginning of the term following their fifth birthday, the Governing Body being the admissions authority for this school, will admit children into school at two points during the school year as follows:

- a) children whose fifth birthday falls between 1<sup>st</sup> September and 31<sup>st</sup> December – admission at the beginning of the Autumn Term – September 7<sup>th</sup> 2009.
- b) children whose fifth birthday falls between 1<sup>st</sup> January and 31<sup>st</sup> August – admission at the beginning of the Spring Term on January 4<sup>th</sup> 2010.

***The above dates are to be confirmed at the Induction Afternoon in July 2009.***

### **1.2 Criteria for Admission:**

Where there are more applications for admission than the admission number stated the Governing Body will apply the following criteria in strict order of priority:

(Should the admission number be reached mid category, the Governing Body, as the admissions authority will make a decision based on the shortest distance between the applicant's home and the main entrance of the school by the most direct route as the crow flies – or as measured by the LEA).

### **Category One**

(Please note that children who have a Statement of Special Educational Needs that names the school are required to be admitted.)

Catholic children who:-

- a) have a Statement of Special Educational Needs where the school is named as the most appropriate educational setting for the child
- b) are in Public Care (Looked After Children) where the school is named in their Personal Education Plan as the most appropriate educational setting
- c) live and worship within the parish of St Helen's.
- d) are siblings of Catholic children currently attending St Helen's Catholic school at the time of application
- e) who live or worship within the parish of St Helen's.
- f) Catholic Traveller Children

### **Category Two**

Children in Public Care (Looked After Children) who are not baptised Catholics

### **Category Three**

Children who have siblings attending St Helen's School at the time of application.

### **Category Four**

Catholic children who live or worship in other Catholic parishes but who do not have a sibling in the school.

### **Category Five**

Children who are worshipping members of other Christian Churches as recognised by Churches Together in England whose parents have sought the written support of their minister and live within the parish of St Helen's.

### **Category Six**

Children who are worshipping members of other World Faiths whose parents wish their children to be educated in a Christ centred environment and whose parents have the written support of their Religious Leader.

### **Category Seven**

Children who have Special Educational Needs supported by professional evidence as to why St Helen's Catholic school is deemed the most appropriate setting to meet those needs.

## Category Eight

Children whose parents are seeking a Christian environment for their children's education who have been baptised into a Christian church but do not have the written support of their local minister.

## Category Nine

Children whose parents are seeking a Christian environment for their children's education.

### Documentation required:

**Baptismal certificate or proof of baptism for Categories One, Four and Eight**

Letter of support from local minister/religious leader for Categories Five and Six.

## 2. ATTENDANCE

2.1 The attendance figures for the school year 2008 – 2009 were as follows:-

Attendance	Authorised Absence	Unauthorised Absence
<b>95%</b>	<b>4.8%</b>	<b>0.2%</b>

2.2 Parents are reminded of their legal obligation to report the reason for all absences from school to the headteacher. The school asks that parents contact the office before 9.00am to report their child's absence. The school endeavours to contact parents who have not done so by 9.30am.

2.3 Children's learning benefits from a high attendance rate. Parents are asked not to take children on holiday during the school term as this disrupts their education. If, however, this is unavoidable an approval form, available from the office, must be completed prior to the absence. Approval can only be given for a total of ten days during the school year. Unless in exceptional circumstances, approval cannot be given for absences to be taken:-

- (i) during the first half term of the school year (or for those who join the Reception class in January for the first half of the Spring term)
- (ii) between April 12<sup>th</sup> and 14<sup>th</sup> May 2010 when end of Key Stage SATs and other class assessments take place.

## 3. ORGANISATION

3.1 The school is organised into 5 classes covering 7 years of schooling. Each child will therefore, by necessity, spend more than one year in some classes. The placing of any particular child in a class is at the discretion of the headteacher. Such decisions are based on age unless exceptional circumstances require otherwise. It is planned that movement of most children from one class to the next will be made at the start of the school year although it is sometimes necessary, especially in the early years, to transfer some children to the next class during the year (i.e. January).

Such decisions are at the discretion of the headteacher. Parents are informed of their child's change of class at the earliest possible opportunity.

3.2 All reception pupils are given a series of assessments, social, academic and physical, within their first half term. This information is then to be used in subsequent years to identify the rate of each individual pupil's progress and aid the setting of targets. Standard Assessment Tasks (SATs) are set for the Year 2 and Year 6 children and are taken during the week commencing Monday May 10<sup>th</sup> 2010. The school's standards of assessment are continually updated in a portfolio stored in the headteacher's office. This records the standards that are set in St Helen's for each National Curriculum level. Parents of these children are invited to a meeting prior to the tests so that they can support their children in preparing for them.

#### **4. TERM DATES FOR 2009 - 2010**

4.1 The following dates are those available at the time of publication of this booklet. These will be confirmed / amended at the induction meeting in July 2008.

***Autumn Term Wednesday 2<sup>nd</sup> September 2009 - Friday 23<sup>rd</sup> October 2009  
Tuesday 2<sup>nd</sup> November – Friday 18<sup>th</sup> December 2009***

***Spring Term Monday 4<sup>th</sup> January 2010 - Friday 12<sup>th</sup> February 2010  
Monday 22<sup>nd</sup> February 2010 - Thursday 1<sup>st</sup> April 2010***

***Summer Term Thursday 15<sup>th</sup> April 2010 - Friday 28<sup>th</sup> May 2010  
Monday 14<sup>th</sup> June 2010 - Friday 23<sup>rd</sup> July 2010***

***The above dates include three of the five INSET, teacher training days.  
School is also closed for staff INSET on Thursday 6<sup>th</sup> and Friday 7<sup>th</sup> May, 2010***

#### **5. VALUES AND ATTITUDES**

5.1 Ethos in a Catholic school is so important and needs to be actively created. In St Helen's School we strive on all occasions to foster a partnership between the school, parish and the home. Links are made wherever possible so that everyone in the community feels they have 'ownership' of the school and are encouraged to play a part that will benefit the education of the children of St Helen's School.

5.2 St Helen's Catholic Primary School is a Christ - centred community. It lives to help every child in it to develop his or her full potential. This was the leading statement from which the Staff and governors of the school have developed its "Mission Statement" that sets out clearly the aims and objectives of the school's philosophy and the values and attitudes which we intend to contribute to, and underpin, everything that takes place at St Helen's.

5.3 While we aim to encourage independence in our children, much of the teaching is through whole class lessons. We also promote collaborative learning. Throughout the school, when the opportunities arise, group work is used not only as a means to improve the quality of work and to provide more opportunities for children to direct their own studies but also to emphasise the importance of working together in harmony. We therefore encourage the children within a group to discuss

their work with each other. In doing so we aim for a higher level of understanding, the development of an awareness of others and appreciation of the opinion of others.

***5.4 The most recent Ofsted inspection (July 2008) reported "Pupils' behaviour is excellent and they are respectful and tolerant. They are willing to accept responsibility and they have a deep and genuine appreciation of the rights of others. These attributes, together with their good attendance, illustrate their outstanding spiritual, moral, social and cultural development. This is a happy and harmonious school where the personal worth of every individual is recognised and celebrated. This is recognised by parents through the comment, 'St Helen's manages to bring together Christians and non-Christians with a true sense of family and community.'***

## **6. RELIGIOUS EDUCATION**

6.1 Religious Education or spiritual growth, is concerned with the education of the "whole person" and is therefore seen not just as a timetabled subject but as an area that expresses a belief in the gospel values of love, care for each other, peace and justice. Parents have the statutory right to withdraw their child from the teaching of religious education. The Governing Body has a member with responsibility for overseeing and monitoring the management of this subject. In addition, Sister Beate, Sacred Heart Marist convent, supports the spiritual life of the school and the spiritual development of staff and pupils.

6.2 There is no segregation of faiths in the school and many opportunities are provided for collective celebration, prayer and worship. Each day (except Friday) starts with assembly and an opportunity to pray together and share a positive thought for the day. Each week the school shares a focus on a particular theme – statement of belief or ethos statement. This provides the opportunity for the school community to consider important qualities that are vital to our development as caring Christians. Each Wednesday assembly is held in the children's own classroom. Opportunities are provided during each half term for particular Prayer services in school and church and Celebration assemblies held at the end of each Religious Education topic.

6.3 A short service is held in St Helen's church each Friday afternoon when children are given the responsibility for readings and bidding prayers. While all such assemblies and services reflect the caring, christian ethos that we strive to develop parents have the statutory right to withdraw their child from acts of worship. When the service is held in church the younger children are supported by the older pupils who help them find their parent / carer on exit from church.

6.4 Christ's life and his teachings form the basis of the Religious Education subject matter. The "Here I Am " scheme recommended by the Hallam Diocese is used throughout the school. The scheme is based on a cycle of whole school topics reflecting the current period of the church year and the sacraments. This means that staff jointly plan the Religious programme to ensure continuity and progression.

6.5 Arrangements are made for baptised Catholic children to be prepared for the Sacraments of Reconciliation and Holy Eucharist by parish catechists during Year 3.

The involvement of parent and family is, we believe, of central importance in all aspects of a child's academic and spiritual education but is particularly so in the preparation for these Sacraments.

6.6 Advent is a very special time in St Helen's as we prepare for the joy and celebration of Christmas. It begins with a Christingle service in school and includes the blessing of the five classroom advent wreathes and the lighting of each child's Christingle. Each school day during Advent ends with class prayer as the advent candles are lit.



6.7 ***The most recent Ofsted inspection (July 2008) reported that “Pupils’.. are respectful and tolerant.. These attributes .. illustrate their outstanding spiritual, moral, social and cultural development. This is a happy and harmonious school where the personal worth of every individual is recognised and celebrated”.***

6.8 The Section 23 RE inspection (November 2008) reported that ***“.The quality of Collective Worship is outstanding. Acts of Worship are held regularly as a whole school in addition to worship in class. Parents and parishioners are invited to assemblies led by the children. The “Statements of Belief” are a well embedded structure that is integrated both into Collective Worship and the daily life of the school in a very meaningful way..***

## **7. LIAISON WITH SAINT PIUS CATHOLIC SECONDARY SCHOOL**

7.1 While parents have a choice of secondary school to which their child will transfer at the end of Year 6, we actively encourage the continuance of the Catholic education at Saint Pius Catholic Secondary School in Wath. However, attendance at St Helen's does not guarantee your child a place at Pope Pius. Application is to be made by the parent during the Autumn term prior to the year of entry. The appropriate form is included in the Barnsley LEA Secondary Schools' Admissions Booklet. Applications are then considered by the Governors of Pope Pius and parents will subsequently be informed of the decision by Barnsley LEA.

7.2 The Headteacher attends half-termly meetings with Saint Pius senior managers and Headteachers of the other feeder Primary schools while subject coordinators meet termly. Various opportunities are provided during Key Stage 2 to strengthen these links and Year 5 and 6 pupils are given a number of opportunities to experience secondary school life at Pope Pius as part of the planned liaison programme. In July 2008 a special event - “ Big Sing” – was organised that involved children from Saint Pius and its catholic feeder schools working together in a day of music and song. This illustrates the close relationships that exist between the two schools and one that we continue to build on in order to make the transition to secondary school as smooth as possible. Each summer term the Year 3 and 4 children from our Federation schools join t at Hesley Wood outdoor centre.gether in

a day of team building and reflection, led by members of the St Pius and Diocesan staff.

7.3 Examination results are published annually and are provided for parents of children in Year 6. These are available on request from other parents. Results are also published for our other "feeder" school, Kirk Balk.

## **8. SPECIAL EDUCATIONAL NEEDS (SEN)**

8.1 We believe that every child has a special talent and that it is our duty to recognise that talent and enable the child to develop it fully. It is considered that 20% of children, nationally, will have a special need at some point in his or her schooling. The majority of these will cease to need extended support following the identification of the need and the intervention necessary. If a teacher or parent expresses concern about a child's progress the involvement of the school's Special Educational Needs co-ordinator, Mr. Harrison, is sought. The school's SEN policy follows the Code of Practice procedures.

8.2 The school's SEN policy follows the Code of Practice procedures introduced in September 2001. All pupils whose progress causes teacher or parent concern are placed on the register where the teacher monitors progress. If concern still exists after a set period the child, with the approval of the parent, is moved to the next stage, Action Plus, where he/she is given an individual education programme. If progress is observed the child is moved back to the previous stage, if not he/she is referred for assessment by the Learning Support team or by Educational Psychologist - Ms Wong. Mrs Lisa Lenton – Occupational Therapist - and other support agencies provide a further level of support. Governors are very grateful to the above for the support and advice they give to the school staff, parents and children.

These outside agencies help to set criteria that will establish whether or not the child will receive a statement from the Local Education Authority. At all stages the parent is kept informed and involved by the class teacher and by the SEN co-ordinator, Mr Harrison.

8.3 Outside agencies are only involved with the full knowledge of the parent. Parents are also given the option of extra support and independent advice from parent and trained 'named person' Mrs Theresa Whitworth. The Governing Body has a member with responsibility for overseeing and monitoring the management of Special Educational Needs.

8.4 In 2008 – 2009 12.5% of pupils were on the Special Needs register. Action - 8; Action Plus - 8; Statement - 3.

**8.5 *Ofsted reported that "Pupils with learning difficulties and/or disabilities also make good progress because work is well matched to their particular needs. Systems for supporting pupils who have learning difficulties and/or disabilities, or who are talented and gifted, are well managed and inclusive."***

## **9. CURRICULUM – LEARNING AND TEACHING**

9.1 A range of teaching methods is used in order to gain maximum benefit, to help each child perform to the best of his / her ability and achieve his or her full potential. These methods include whole class teaching, group and individual work.

***9.2 Ofsted reported that “Teachers know pupils well, have high expectations and plan work that generally matches pupils’ individual needs and capabilities. They use questioning well to consolidate previous learning, to clarify new ideas and to make pupils think hard. The very best lessons demand that pupils work independently and think for themselves. When these lessons also include an element of quiet reflection and consideration, the results are remarkable. The curriculum is good overall and has some outstanding features. In Key Stages 1 and 2, well planned themes build on pupils’ interests and take advantage of the school’s outstanding and well founded reputation for using film and other media as vehicles for learning”***

## **10. FOUNDATION STAGE**

10.0 Pupils in their first year at school are taught in the Reception class in the Foundation Stage. Their practical curriculum consists of six areas of learning.

These are:-

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

The classroom and outdoor areas reflect the six areas and activities are set out daily by the staff to stimulate the children’s experience and learning.

### **10.1 PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Successful personal, social and emotional development is critical for young Children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. Our setting is planned to provide the experiences and support to enable the children in our care to develop a positive sense of themselves. This area of learning is about emotional well – being and developing respect for others, social competence and a positive disposition to learn.

### **10.2 COMMUNICATION, LANGUAGE AND LITERACY**

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of different purposes.

### **10.3 MATHEMATICAL DEVELOPMENT**

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding will be developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers, including numbers larger than 10. Mathematical development arises out of daily experiences in a rich and interesting environment.

### **10.4 KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in science, design and technology, history, geography and information and communication technology (ICT). Children will be encouraged to take part in practical activities that encourage exploration, observation, problem – solving, decision – making and discussion.

### **10.5 PHYSICAL DEVELOPMENT**

Physical development in the foundation stage is about improving skills of coordination, control, manipulation and movement. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. The foundation stage setting includes easy access to a designated outdoor area which provides opportunities and equipment for physical activities.

### **10.6 CREATIVE DEVELOPMENT**

This area of learning includes art, music, dance, role play and imaginative play. The classroom will provide a stimulating environment in which creativity, originality and expressiveness are valued.

***10.7 Ofsted reported (July 2008) that “Provision in the Foundation Stage is good. Because resources for learning, the quality of teaching, and leadership and management are now good, children make good progress. The curriculum has been improved to provide a good balance between teacher-led activities and opportunities for children to develop independently through play”***

## **11. ENGLISH**

**11.1** A policy is available from the Headteacher which lays out in detail the intentions of the school. An hour per day is set aside for the teaching of reading and writing in all classes apart from the Foundation Stage. Our main aim is to encourage reading for enjoyment as well as for information. From the earliest age children experience a wide range of quality reading material, from story, pattern and rhyme and non-fiction books.

### **11.2 The Literacy Hour**

This session is taught daily throughout the school. In Key Stage 1 the hour begins with alphabet, phonic, word and sentence work. This is followed by the shared reading of story / poetry. This is when reading strategies, conventions structure and style are explored. The children are grouped according to reading ability and the groups follow the tasks planned for them. The tasks include re-reading familiar material, reading poetry, listening to texts and stories, inventing puppet shows, handwriting, phonic and spelling work and writing activities.

### **11.3 Shared Reading**

In shared reading the children share a large text with the teacher, reading and re-reading appealing poems, rhymes, songs and stories. This reading together helps children become acquainted with the language and conventions of books. The enlarged text and illustrations enable a whole class of children to share and interact with the book as they listen to and join in the shared reading. The enlarged text also allows conventions of language and print, and reading strategies, to be demonstrated and taught in appropriate and relevant contexts. Children will be taught about, and learn about, phonics, letters, high frequency words, punctuation, grammar and spelling, not in isolation, but within the context of a book. They will also explore how different types of texts are structured and presented.

### **11.4 Guided Reading**

For a guided reading session the children are grouped according to reading ability within a classroom. The teacher works with one group at a time (not more than six children ) and guides and supports the children as they read the book. The book will have been carefully chosen by the teacher to be supportive, predictable (for the early readers) and closely matched to the children's abilities and needs. From the very beginning children need to be able to build meaning from a book. Children must be aware that reading is always directed toward meaning. The teacher introduces the book and together with the children the book is explored. The children then read the books for themselves. It is in this situation that the variety of reading strategies are taught.

## 11.5 Independent Reading

Independent reading is when children choose their own books to read by themselves. Children are given the opportunity to re-read familiar books, rhymes and poems to foster and encourage independent reading and fluency. In re-reading familiar texts the children can practice strategies, fluency and expression. Each reading group will have a box of familiar reading material and rhymes, books which have been introduced in the Guided Reading session.

11.6 The teaching of reading is a shared responsibility and it is vital that school and home collaborate in order to provide for our children the opportunity to gain one of the most important skills for life - the ability to read for enjoyment as well as for information. Parents are asked to read with their child each evening. Staff will be delighted to advise as to how to support the teaching of reading in the home. Children take books home from a wide selection. The books are graded according to the child's ability.

11.7 In order for the children to gain experience in searching and researching for information, the library is organised into topic areas and there is a Key Stage 1 non-fiction section to introduce our younger children to books for information. All reference books are colour coded according to category, not readability. Parents are encouraged to give their children the opportunity to use their own local library to support the development of research skills. Books displayed throughout the school are checked on a regular basis for suitability and replaced as necessary.

11.8 Children throughout the school write and illustrate their own books, writing for a wider audience, often using a word processor. These books form an important part of the school's policy on valuing the work of children. It also provides the ideal opportunity to share their work with other children.

11.9 Mrs Walker and Miss Wright share responsibility for coordinating the planning for literacy. The Governing Body has a member with responsibility for overseeing and monitoring the management of English. Ofsted reported (July 2008) that ***“In English, standards have improved considerably since last year as a result of the school's successful drive to improve the quality of pupils' writing. Pupils with learning difficulties and/or disabilities also make good progress because work is well matched to their particular needs. Pupils who speak English as an additional language make very good progress because they are well supported. The school is now developing cartoon, animation and filmed projects, linking many subjects to extend pupils' interest and motivation further. These and other innovative and very promising developments have already raised standards in English throughout the school.”***

## 12. MATHEMATICS

12.1 Numeracy at Key Stages 1 and 2 is a proficiency that involves a confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

12.2 Numerate pupils should :-

- I. be confident and competent enough to tackle problems
- II. have a sense of the size of a number and where it fits into the number system
- III. know by heart number facts such as number bonds, multiplication tables, division facts, doubles and halves
- IV. use what they know by heart to figure out answers mentally
- V. calculate accurately and efficiently, both mentally and on paper, drawing on a range of calculation strategies.

12.3 Regular daily lessons are a feature, with an emphasis on mental calculation, in order to improve basic numeracy skills. Regular assessment is also an integral part of our policy in this area.

12.4 A typical lesson is up to one hour in Key Stage 1 and one hour long in Key Stage 2, beginning with oral work and mental calculations followed by a main teaching activity. A plenary session rounds off the lesson, where the pupils and teacher can discuss and evaluate the work covered.

12.5 Each class (except class 1) are involved in a Multiplication Mission project, where children are rewarded with certificates for reaching set targets, to encourage the learning of multiplication tables.

12.6 The children are encouraged to tackle mathematical problems, using their own strategies. They are expected to know basic number facts and recall them quickly, explain their methods and reasoning using the correct terminology and make sensible decisions when tackling a variety of real - life problems. We believe in involving the children in decision making and problem - solving in areas that will affect the learning environment in the school and give them the opportunity to apply the basics of the subject to practical situations.

12.7 In March 2009 the school was successful in bidding to join a pilot scheme to introduce Nintendo DS technology to Year 3 and 4 pupils in order to improve their mental maths. The success of the scheme is being evaluated and will be spread to other classes.

12.8 Mrs Arnold is the teacher with responsibility for coordinating the planning of numeracy lessons. The Governing Body has a member with responsibility for overseeing and monitoring the management of Mathematics.

## 13. SCIENCE

13.1 The main aim of Science in the school is to introduce children to the 'scientific method' of working. This will include:-

- I. Making a series of observations carefully and accurately
- II. Recording the observations in a variety of forms - graphical, tabular, pictorial.
- III. Formulating questions arising from the observations, or drawing inferences from them.
- IV. Trying to answer the questions or confirm the inferences by means of various tests and investigations.
- V. Making predictions.
- VI. Recording the results of the tests.
- VII. Drawing conclusions.
- VIII. Presenting the conclusions.

13.2 The children are encouraged to investigate matters arising naturally from the classroom and even from the earliest stages are introduced to the importance of "fair testing" and the careful handling of equipment. ICT resources are used as necessary to monitor environmental conditions and for research.

13.3 The school takes full advantage of all available local resources and opportunities for pupils to gain first hand experiences that relate to their studies in order to make them more relevant. Such visits have included:-

- (i) science workshops and problem-solving exercises at Sheffield Hallam University.
- (ii) Magna Science experience in Sheffield
- (iii) The Wetlands centre in Wath and Waterton Park, Wakefield, which provides ideal opportunities to extend nature studies.

13.4 Linked closely with the scientific approach to learning is the school's use of the environment which provides opportunities for learning from first hand experience. A variety of nature areas have been developed in the grounds of the school and children are given the opportunity to apply the scientific methods of working as described above in order to study animal and plant life within the natural habitat. Use of this area is closely linked to the school's policy on caring for the environment.

13.5 In 2007 the school received two environmental awards for the planting and growing of vegetables by the Foundation Stage, using the school's own compost.

13.6 Opportunities are also given for pupils to study and compare local areas such as Elsecar Park, Reservoir and Canal, their insect life and habitats as well as further afield with visits including the Peak District National Park and the residential visits. Each month Key Stage 2 pupils are invited on a Saturday local walk exploring different areas of their local environment.

13.7 A large playing field and extensive natural environment area was developed in 1990 and continues to be developed. This involved, in November 1990, each child in the planting of trees and shrubs, helped by parents, governors, local councillors and members of the local community alongside representatives of the

British Coal Board who supplied the plants. The school grounds have been mapped by the British Sports Council and orienteering skills developed throughout the school in accordance with Geography and Science Attainment Targets.

13.8 Mr Griffiths is the teacher with responsibility for coordinating the planning of Science while Mr Arnold plays a vital part in planning and enabling developments to be made in the school environment. The Governing Body has a member with responsibility for overseeing and monitoring the management of Science.

## **14. INFORMATION AND COMMUNICATION TECHNOLOGY**

14.1 The computers in all classes are linked to the Internet. This system of computer – aided learning provides a valuable resource that is continually developed in order to raise educational standards by offering both staff and pupils opportunities to search for information from a very wide range of sources throughout the world. Access to the internet resources enable pupils to explore thousands of libraries and databases as well as providing the opportunity for the exchange of messages with people throughout the world through the use of E-mail. The school has developed a set of rules for network use by pupils. These rules are available to pupils and their parents so that all are clear about the restrictions and strategies for protecting pupils and security of the IT systems. The school has also invested in other ICT hardware including digital cameras, projectors, whiteboards and scanners to enhance ICT skills and develop cross-curricular studies.

14.2 The school has a media room which accommodates recording and filming equipment. The development of this area is an exciting extension to the school's its own web site on ***www.sthelenslive.net*** that includes a calendar of events with news and photographs to record each event. The site is regularly updated and parents and pupils are encouraged to explore the site for this up-dated information.

14.3 In 2007 – 2008 the school was selected as one of only twenty five in the country to pilot a weekly after school film club. All pupils are invited to join the club and it has proved to be very successful.

14.4 Mr Griffiths is the teacher with responsibility for coordinating the planning of ICT while Ms Melanie Fisher manages the use of the Media Room and works with children from all classes to develop their skills using the latest technology. The Governing Body has a member with responsibility for overseeing and monitoring the management of the subject.

14.5 Ofsted reported that ***“Throughout the school, pupils routinely make confident use of ICT resources to underpin learning. Consequently, they clearly enjoy classroom activities, and make good progress. The confidence and competence of even the youngest pupils in using ICT and a range of software is clearly evident.”***

## 15. THE ARTS

15.1 In 2003 the school was selected to take part in ***Creative Partnerships***, a national arts initiative, to learn about cultures through the arts. The Project is a major development extending all previous initiatives that the school has been involved in, its use of residential artists and its belief in providing a range of opportunities to enrich the children's learning. Films made by each of the classes, including animations and documentaries of local issues, have been screened at the Showroom Cinema,



Sheffield, as well as in school and have also been shown on Sky Television Community channel. In February 2006 an animation "No Joy" made by the older pupils was awarded under 12's Film of the Year at The Odeon, Leicester Square. It was also shown at film festivals in Finland and Prague! In 2009 the school won the award at Leicester Square for the second time for a film "What's in Store?" written and produced by Year 5 pupils. Ofsted reported that ***"It has outstanding features in the personal development and well-being of pupils and in the media and film making aspect of the curriculum. The use of cartooning, animation and film making as an aid for learning is outstanding. The school has won regional and national recognition for this aspect of its work"***.

### (i) Music

15.2 Music plays an important part in the life of the school and a number of performances are arranged annually for parents. At Key Stage 1 much practical work with tuned and un-tuned instruments is encouraged, listening to recorded pieces and learning to appreciate a range of musical styles, making and designing own "musical scores". All of this is developed further in Key Stage 2 when all pupils are taught to play the ocarina - a small round four-holed flute originating in South America.

15.3 Children in Classes 4 and 5 are taught to play the ukulele as part of the school's involvement in the KS2 Wider Opportunities in Music Scheme.

15.4 Children also have the opportunity to learn to play guitar, brass, violin, clarinet, flute, fife, guitar or keyboard, taught by peripatetic music tutors from Barnsley's Performing Arts Development Service (PADS) There is a charge for tuition and the hire of instruments if necessary. There is currently no charge for pupils entitled to Scheme of Aid.

15.4 The quality of the children's singing is evident throughout the year especially at the Children's masses, Christmas concerts in December and the Leavers' Night each July.

15.5 An annual visit is made to Manchester BBC Studio to see a rehearsal / performance of the BBC Philharmonic Orchestra and have included Britten's "Children's Guide to the Orchestra", Prokofiev's 'Romeo and Juliet', "Melisande" by Faure, Beethoven's "Pastoral", Mussorgski's "Pictures at an Exhibition", Dvorak's "New World Symphony" William Walton's first symphony and Prokofiev's "Cinderella"

## **(ii) Drama and Movement**

15.7 Apart from the subject taught in each class following a set programme of work, the LEAs Performing Arts Development Service (PADS) provides on site support linking drama with other areas of the curriculum ie. history and science. Theatre-in-Education performances during 2006/7 included String of Pearls "Rama and Sitah", Harlequin Theatre Company "Toad of Toad Hall" Alligator Theatre "Moses"

15.8 Our own pupils perform for parents each December in a production involving every child in the school. The autumn term ends with Class 1 pupils performing the traditional Nativity

## **(iii) Art**

15.9 The school believes in the attractive display of children's work in order to set a standard throughout the school and illustrates its value of children's work and the promotion of respect for each other's work and talents. The school also believes in the co-ordination of artistic work that involve a number of pupils working together to produce large pieces. The result of this work can be seen inside and outside the school building. Class 4 pupils completed a mural raising awareness of the importance of composting. Another mural, on the theme of 'Music and Dance", is displayed at the entrance to the crafts area at Elsecar Heritage Centre.

15.10 The school has close links with former pupil Mr Brian Wildsmith, Children's author and illustrator. To mark the tenth anniversary of his permanent exhibition in Japan, the school had the great honour of contributing children's artwork to the exhibition. This was a great privilege and was featured in the Times Educational national newspaper.

15.11 The staff co-ordinator is Miss Sally Hinchliffe, supported by Mr Harrison. Ofsted reported that ***"Excellent displays of pupils' work in the styles of different artists around the school inspire pupils to emulate them"***.

## 16. PHYSICAL EDUCATION, SPORTS AND DANCE

16.1 Plain white T - shirt and plain navy blue shorts must be worn for all indoor PE work. Floor and apparatus work is carried out in bare feet to increase the child's control and mobility, in accordance with the guidance and policy of the Barnsley LEA. For health and safety reasons all ear studs and watches must be removed for P.E. and Games lessons in accordance with the guidance and policy of the Barnsley LEA and with school policy. Children are asked not to wear such items on P.E. days. The School therefore does not accept responsibility for them. School PE shirts are available from school. Parents should check for current price.



16.2 The school uses professional coaches from Evolve Sports to deliver weekly games lessons to each class. When possible these are outdoor lessons when the children should wear a tracksuit or similar and suitable footwear - ie trainers.

16.3 Children in Key Stage 2 classes take part in ten swimming lessons during the year with non-swimmers being given extra sessions in the learners' pool. The children are assessed and are awarded certificates and badges to recognise their achievements. Class 5 take part in the sessions during the autumn term, Class 4 during the Spring term and Class 3 during the summer term. There is currently no charge made for swimming lessons as they are paid from the school and PFA funds.

16.4 The school takes advantage of the expertise of outside agencies. In recent years these included basketball, cricket and rugby union. The school has taken part in national initiatives "Top Play" and "Top Sport" in which each teacher received training in a number of general sporting themes at Key Stage 1 and specific ball skills techniques at Key Stage 2 and training in gymnastics and orienteering.

16.5 In June 2008 the school was presented with The Activemark, for providing a high standard of PE and Sports and after school clubs.

16.6 In May 2005 the school was visited by Olympic gold medal winner Jason Gardener, a member of Britains' winning 4 x 100m relay team in Athens 2004.

16.7 In June 2007 children in Classes 4 and 5 worked with former pupil Mitchel Stringer, a professional rugby league player with Sheffield Eagles, to develop skills in rugby.

16.8 The multi-disciplines of athletics are taught in both key stages mainly during the summer term and culminating in the school's Sport's Afternoon each July when the pupils, divided according to year group and sex, take part in a series of events using the techniques of running, jumping and throwing arranged as a circuit. The winner of each group is presented with a medal at a special assembly to which all parents are invited. During the summer term Year 2 and Year 6 pupils take part in athletics events at The English Institute of Sports in Sheffield.

16.8 In 2007 – 2008 the school was funded by the South Yorkshire Community Trust to organise a number of after school clubs for all pupils and included strong links made with Sheffield Sharks premiership basketball team. In April 2008 over fifty pupils took part in a Sharks basketball experience at the EIS. The grant also enabled the school to build a traversing wall, used by pupils at break times, and a basketball chute.

16.9 In January 2009 the school was selected to join a national dance pilot “Essential Dance” of only thirty schools. Following a visit by Darren Bennett and Lilia Kopylova, and training of staff, the children in Classes 2 and 3 have been taught dance as an integral part of the PE curriculum. The scheme is to be spread to the other KS2 classes in 2009 – 10.

## **17. FOREIGN LANGUAGES**

17.1 French has been taught weekly to Key Stage 2 pupils by a peripatetic teacher since 2004 although it does not become statutory until 2010.

## **18. HOMEWORK**

18.1 Children are expected to supplement their work at school with homework set each week in accordance with Government guidelines. The school has a policy, monitored by the Headteacher, and parents are asked to support this. Advice is given regarding these tasks each term and parents are asked to ensure that their child completes the tasks within the timescale. In the early years parents are asked to read with their child at home every evening.

## **19. EDUCATIONAL VISITS**

19.1 Visits that will benefit a study of a particular topic in order to give first hand experience are arranged as necessary. Parents must return approval slips in order for their child to participate in all such trips. Visits into the local area are made as and when the need arises. As these are often arranged at short notice parent's permission is sought at the beginning of the school year although notice of such visits is still given whenever possible.

19.2 Residential visits are arranged for the children in Key Stage 2 where opportunities for the environmental / scientific work described on a previous page can be extended. The visits, we believe, also support the school's aim of promoting activities that give pupils the opportunities to work together and encourage the development of self esteem.

19.3 When visits are organised it is expected that every child in the class will take part as the preparation and follow-up work becomes a major aspect of the class study for that half term. Parents are invited to a meeting held at least one month prior to the visit when full details are given and all queries answered. The school has a charging policy for visits in accordance with the 1988 Education Reform Act and also a policy such that the total amount payable for residential visits is made up of a charge for food and accommodation and a voluntary contribution towards the transport and all other expenses. Parents are required to complete a medical form

for residential visits. The school Governors operate a funding system to subsidise these visits for pupils on Scheme of Aid.

The school uses three main centres for residential visits. These are:-

1. Crowden YHA where Class 3 and 5 pupils take part in a number of physical outdoor pursuits including climbing, abseiling, archery and canoeing.



2. The Old School House in Robin Hood's Bay where the children of Class 4 study sea life, fossils and rock formations of the coast as well as the history of Robin Hood's Bay and Whitby.

All visits are fully risk – assessed in conjunction with the supervisors of the centre and in keeping with Barnsley LEA policy.

***Ofsted reported that “There is a good range of out-of-class clubs and visits, including residential outings which contribute well to pupils’ spiritual, moral, social and cultural development.”***

## **20. LINKS WITH THE COMMUNITY**

20.1 Opportunities to form links with the local community and with local services are encouraged. South Yorkshire police continue to liaise regularly with the school and the The Fire Service provides advice to the school and visits classes during the year with particular involvement in Classes 2 and 5. The older pupils visit "Crucial Crew" each year, an active display of the work of the different services including Fire, Health, Transport and Police.

20.2 In 2004, as part of the school’s involvement in Creative Partnerships, pupils studied the history and the development of Hoyland Town Centre. Pupils interviewed members of the parish and local community about memories of life in the past and also their opinions of more recent developments. Their work with C-Media, multi media film company, resulted in the production of film documentaries that were screened at the Showroom Cinema in Sheffield and was featured on Sky Television Community channel.

20.3 In November 2007 a group of Year 5 pupils took part in a community programme – Junior wardens – raising their awareness of local community issues and the need for care in the community. This resulted in a filmed documentary.

**20.3 Ofsted reported that “excellent links with other local schools and a wide range of outside organisations to ensure that the personal and creative needs of all pupils are met quickly”**

## **21. SCHOOL DINNERS**

The school offers a hot meal daily served in the dining room and is used by over sixty percent of the children. There is a tray service with a choice of menu including baked potatoes with a variety of fillings available. The children are supervised by the mid-day supervisors. Menus are given on request to Mrs Julia Noble (744798) and are posted in the entrance area of the school. Packed lunches are also available each day. On days when class visits are arranged a packed lunch will be provided free for any child entitled to Scheme of Aid.

## **22. HEALTH AND HYGIENE**

22.1 If your child is unwell he/she should not be at school. There will be occasions when children have recovered from illness but are completing a course of medicine. Please ensure that your child is fully fit to return to school after illness and able to play a full part in his/her day's work including outdoor lessons and playtimes.

22.1 The Headteacher accepts the responsibility to administer medicines. Parents are asked to complete a medical form requesting the Headteacher to administer such medicine so that the school is fully aware of the reasons for its dispensation during the school day and the dosage. The Governing Body, School and LEA cannot accept responsibility for any adverse reaction a child may suffer as a consequence of being administered the medication at a parent's request.

22.3 Parents should not send medicines into school without first consulting the headteacher and should ask the doctor if it is essential for the medicine to be given in school. ie. if the dosage is three times daily then all three could, perhaps, be given at home. All medicines are kept locked in the office. Children with asthma are encouraged to keep their inhalers with them at all times for immediate access. Those whose parents prefer may keep them in an unlocked drawer clearly marked in the office.

22.4 Like every other school there are occasions when there is an occurrence of Head Lice. The Governors wish all parents to be aware of the policy in St Helen's which follows LEA advice. We have to rely on every parent to cleanse their own child's hair but if they fail to do so there is very little that the school or LEA can do. The school nurse is invited to speak to children in assembly and parents at special meetings. Information is made available to all parents at parent evenings and new parents' induction afternoons. Parents are reminded of the need to check their child's hair on a regular basis and to inform the headteacher and consult with the local GP if there is any concern.

## 23. PERSONAL HEALTH AND SEX EDUCATION

23.1 Education in respect of sexual matters is clearly placed within the context of Catholic Education and marriage and family and is investigated within the framework of the Religious Education Scheme and Health Education. The staff and governors have developed a full working policy for Sex Education which is available from the Headteacher. This includes Personal and Health matters and is based on educating children to respect oneself and each other. Year 5 and 6 parents are invited annually to a meeting to discuss the content of the Sex Education programme and view the materials used in it. In this way the school sets out its intention to help and support the parents in this vital area of education. Parents have the right of withdrawal from aspects of Sex Education which are not included in Science in the National Curriculum. Any queries should be addressed to the headteacher.

23.2 Children have access in each of the classrooms to cool water. All pupils are provided with a drinks bottle that is taken home for their parents to wash at week-ends. Children are encouraged to drink regular amounts of water during the day as part of the school's involvement in the Healthy Schools Scheme.



23.3 In September 2007 a new PSHCE programme was introduced to Key Stage 2 pupils. Miss Dorothy is a programme supported by the emergency services that provides high quality resources for the pupils and the opportunity to raise any pupils' queries / concerns in a safe, protected on-line childline.

23.4 Following the acceptance of a Travel Plan, the school was awarded a grant resulted in the building of a "petal shelter" on the top playground for the use of parents before / after school and by pupils at break times during the day.

23.5 In June 2009 Year 5 pupils take part in a "Bikeability" week of cycling safety and proficiency training, taught by members of Barnsley's Road Safety team.

23.6 The school received the Bronze Healthy School Award in July 2005 as recognition for the work and developments promoting Personal, Social, Health and Citizenship in Education. As a Healthy School our infants are given a piece of fresh fruit or vegetable each day as part of a national initiative to encourage healthy eating. In November 2005 the school received a special award for its environmental work, particularly regarding awareness and action to reduce waste through recycling and composting. In July 2006 the Foundation Stage pupils harvested the vegetables that they had grown using the compost. In March 2009 pupils and staff developed a vegetable garden as part of the healthy eating project.

23.7 In April 2009 the school was selected to take part in the "Let's Get Cooking" project. This will result in the introduction of an after school cookery club in September 2009 linked to the Healthy Eating project.

## **24. CHILD PROTECTION**

24.1 The school's Child Protection Officer is Mr Harrison. It is his duty and responsibility to protect the interests of each child by reporting any matters to the appropriate services that are brought to his attention. The school is part of a multi-agency Child Protection network. ***Ofsted reported "The school takes all aspects of safeguarding seriously. Current statutory requirements are met. Staff and pupils know each other very well and there is a clear feeling of mutual trust. Pupils say they feel safe in school, because they are 'well looked after by the teachers'. Staff pay full attention to health and safety. Child protection arrangements are robust and meet the latest government requirements. Pupils have complete confidence in the staff and the school."***

## **25. EQUAL OPPORTUNITIES**

25.1 There is no place for stereotyping (religious, racial or sexual) at St Helen's School and every effort is made to ensure that each child receives the education and curriculum to which he/she is entitled. Care is taken to ensure that use of materials, technological, scientific and sporting is shared equally. Books and other educational materials are continually assessed for suitability of content regarding these matters.

## **26. THE RACE RELATIONS (AMENDMENT) ACT 2000.**

Within the school's ethos of achievement, bullying and harassment of any kind is not tolerated. It is our aim to reflect the ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people. The General Duty requires us to have due regard to the need to eliminate racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.

## **27. DISABILITY DISCRIMINATION ACT 1995**

27.1 Governors wish to report that it is their aim that disabled people have access to all areas of the school subject to any individual requirements which they may have. The school was successful in 2000 in a bid for disabled toilets and a ramp built in the Reception class entrance area. This gives wheelchair access to all areas of school either via this door to Classes 1, 2 and the hall or via the main entrance to Classes 3, 4 and 5. It is the policy of the school that all children should have equal access to all opportunities of the school and curriculum, irrespective of race, gender, ability or disability.

## 28. PASTORAL CARE

28.1 Linked directly to the school's active desire to develop its distinctive nature and ethos and, in doing so, foster a caring community within the school, all members of staff carefully fulfil their shared supervisory duties. There is always a member of staff available to listen to a child's problem or worry.

28.2 When he is not teaching, the headteacher has an open-door policy whereby parents are welcome into the school to discuss matters of a pastoral nature. Members of staff are also available before or after school to see parents who are worried about any aspects of their child's education. Parents are asked, where possible, to make appointments to see members of staff so that they can make themselves available.

28.4 The Hallam Caring Service offers support for parents and families of children who attend the Catholic schools in the Diocese. Information about this confidential support is available from the Headteacher.

28.5 In September 2008 Mrs Laura Rendell was appointed as Parent Support Worker. She is available to meet with parents who require confidential support and advice. She has also organised the training of staff to form a "Rainbows" Club in September 2009. Children who join this special group have experienced a loss in their lives through bereavement, separation or other form of loss. The funding for this has been provided through the great generosity of Caroline and Tony Auld, parents of former pupil Tiffany, a gifted child, who sadly lost her life in November 2008.

28.6 Parents' Evenings are held twice per year when appointments are set to ensure the confidentiality of the meeting between parent and teacher. Parents are also invited to Parents' Session to enable a more frequent monitoring of their child's work.

The Section 48 Ofsted (November 2008) reported ***"The individual needs of the children and their families are central to the ethos of the school. Many parents made reference to the way in which the headteacher leads the staff in taking a full interest in the joys and sorrows, the hopes and fears of all school members and the whole school community. Everyone is treated with respect and dignity. The school community values the ways in which significant family events are noted by the school and support is readily available. A number of references were made to the way in which the school and especially the headteacher offered support with bereavements. The school has access to a bereavement counsellor and the Family Resource Worker is Rainbows trained."***

## 29. DISCIPLINE

29.1 The school has a positive attitude towards behaviour which is built on respect for oneself and one's opinions and respect for the school environment. We expect the children to set high standards of behaviour in all matters. We also expect parents to have equal expectations and therefore to support the school in all efforts to raise further the standards of behaviour.

29.2 The school has a set of rules and codes of conduct based on health and safety but all other "rules" are concerned with the above attitudes. The school has written policies on health and safety and the promotion of good behaviour and anti – bullying which are available from the headteacher.

29.3 Ofsted reported that ***“Pupils’ behaviour is excellent and they are respectful and tolerant. They are willing to accept responsibility and they have a deep and genuine appreciation of the rights of others. These attributes, together with their good attendance, illustrate their outstanding spiritual, moral, social and cultural development. This is a happy and harmonious school where the personal worth of every individual is recognised and celebrated. This is recognised by parents through the comment, ‘St Helen’s manages to bring together Christians and non-Christians with a true sense of family and community.’***

### **30. COMPLAINTS PROCEDURE**

30.1 Parents who feel in any way aggrieved and who wish to complain about any matters concerning the education of their child should in the first instance consult the Class Teacher. If the concern is not satisfactorily resolved the Headteacher, Mr Harrison, should be consulted. If the matter is still unresolved the parent should contact the Chair of Governors. The matter will then be dealt with by the appropriate committee of the Governing Body. In the event of a parent being dissatisfied with the response, an appeal may be made by the parent to the full Governing Body who will be appropriately advised by the Diocesan Schools' Department. The school's full complaints policy is available to any parent from the Headteacher.

## 31. PREMISES

31.1 The school celebrated its centenary in 1997. The main block of the school building is, therefore, one hundred years old. The Governors are grateful to the members of the caretaking and cleaning staff who work hard to keep the school in good condition despite its age. While celebrating this anniversary and the school's past, Governors are also keen to plan projects that will take the school and its facilities into the next millennium.

31.2 As in all other Diocesan schools the Governing Body operates an annual Parents' Building Fund. In order for the Governors to plan to develop and maintain the school premises it is vital that all parents contribute annually to the scheme. In recent years the support of parents to contribute towards the fund has enabled:-

- (i) the enlargement of the entrance area
- (ii) the building of the replacement classroom and extension to the administrative offices and children's library.
- (iii) the erection of security fencing to all sides of the school building
- (iv) the replacement / repair of window frames to all areas of the school.
- (v) The external decoration of the school.
- (vi) The fitting of additional access / fire doors in the hall and Class 2.
- (vii) The replacement of the side sections to the library, Classes 3 / 4 and the junior toilets.
- (viii) The refurbishment of the infant and junior toilets.
- (ix) The refurbishment of a Media Room that contains state of the art recording / filming and computer equipment.
- (x) The replacement of the large flat roof which covers two classes and the office area of school.
- (xi) The replacement of the main pitched slate roof in the summer of 2008.
- (xii) The replacement of windows in the hall and Class 2 and the refurbishment and decoration of the hall and Classes 1 and 2 is planned for 2009 – 10.

31.3 The school is asked to contribute £6 per child to a fund paying for large building schemes in schools throughout the Diocese. The Governors, therefore, invite parents to contribute an amount per family annually (£18 in 2007 - 2008) that will enable the school to plan for building and maintenance projects and support larger projects in the Diocese. The school operates a scheme of payment by instalments for those who prefer. Governors appreciate fully the benefits that the school receive from the PFA funding of equipment for the classes and feel that parents similarly wish to support projects that will improve school premises and facilities.

## **32. SECURITY**

32.1 The security of the staff and pupils is of paramount importance. Measures to maintain and improve the school's security include a termly inspection of the premises by the staff and Governors' Health and Safety representatives, the annual invitation to the local police and fire service and the LEA Risk Assessment Officer as appropriate to make recommendations to the Governing Body. All doors into the school are fitted so that they can only be opened from the inside. Access into the school building is limited to the main entrance door which is fitted with a digital control and entrance can only be gained by pressing a door bell to attract the attention of the office staff.

32.2 Parents are asked not to congregate inside the front entrance to school as this makes it difficult for staff to monitor the arrival of visitors who do not have pupils at the school. Parents are also asked not to open the door to such visitors as this is the responsibility of the office staff. All visitors to the premises are requested to sign a visitors' book. All areas of the school accessible from outside are fitted with the security alarm system. Security fencing is fitted to the perimeter of the school, the field and the playground areas. The staff who supervise the children use communication control linked to the office.

## **33. RESILIENCE PLAN**

The school Governors have an approved resilience plan. The plan sets out procedures for emergency situations in school. These include:-

1. UTILITY FAILURE - No water, gas or electricity.
2. FIRE OR SUSPECTED FIRE- Includes false alarms.
3. INCLEMENT WEATHER - Heavy snowfall, flooding from torrential rain.
4. BOMB THREAT
5. HOSTAGE TAKING
6. SERIOUS INJURY TO PUPILS ON THE SCHOOL SITE
7. VISITS AND JOURNEYS
8. HEALTH THREAT
9. INDUSTRIAL ACTION

- (i) When there is an emergency closure of school (ie Heavy snowfall / utility failure) parents will be informed by Local Radio, e-mail and telephone with a request to collect their child from school. Children will not be allowed home unsupervised and will remain under staff supervision on the school premises.
- (ii) When there is a need for a school evacuation away from the immediate site arrangements have been agreed for the children to be escorted by staff to (a) St Helen's Church or (b) Hoyland Sports Centre when there is a need to evacuate the pupils further away from the school site Parents will be contacted and will collect their child from this site.

## **34. GENERAL RULES AND GUIDELINES**

- i) Parents are asked to sign a Home School Agreement. The agreement sets out the schools aims, what parents can expect from school and what the school expects of its children and parents.

- ii) Children should not be absent for any reason, except illness, unless approval has first been obtained. Parents should contact the school by 9.00am on the first day of illness. The school will endeavour to contact parents by 9.30am of children who are absent for which no explanation has been given. The school must be informed by letter or telephone of every absence otherwise the absence is recorded as unauthorised i.e. truancy.
- iii) Parents who bring or collect their child by car are asked to take extra care in order to protect the safety of all the children. Parents should not park at the top of the church lane in the yellow hatched box areas as this restricts the view of other drivers entering and leaving the lane. Parents should not park on the main road but are asked to park in a safe, sensible place and, if necessary, walk their child to and from the school premises.
- iv) Children should not arrive at school before 8:45am and should remain in the school playground until brought in by the teacher on duty for that day at 8:55am. On days of inclement weather the children are brought indoors on arrival.
- v) The school does not have the accommodation to provide before or after school care, although there are a number of after school clubs for children in both Key Stages that are organised at different times of the school year. Several pupils attend Kids @ Springwood and are brought to school and collected at the end of the day by their staff. In an emergency, however, arrangements can be made with the headteacher.
- vi) Parents are asked to send all money to school in sealed envelopes with name of child. This should be given to the class teacher by the child.
- vii) Children needing to leave the school premises during the course of the school day (i.e. dental / hospital appointment) must bring a note from home requesting permission to leave at a stated time. Such children must be collected by a parent, guardian or named person, should report to the headteacher on leaving the premises and again on returning to the school.
- viii) Parents will be contacted by the school should there be any reason (normally medical) for a child to be sent home during the school day. On these occasions parents will be asked to collect their child from the school. Children are not allowed to leave the school premises unaccompanied for any reason whatsoever during the school day.
- ix) The headteacher should be informed of any occasions that children who normally stay on the premises during the lunch break are to go home for lunch and vice-versa. Parents are reminded that the school crossing patrol is available between 8:30 and 9:10am and 3:30 and 4:00 pm. There is no lunch time crossing patrol.
- x) Parents are asked not to take their children on holiday during the school term as this disrupts their education. If, however, this is unavoidable parents should complete a form, available from the headteacher, seeking the approval of the school governors. Approval can only be given for a total of ten days absence per year for

holidays taken during term time. Approval cannot be given for holidays taken during:-

- (i) the first half term of the school year (or for those who join the Reception class in January for the first half of the Spring term)
- (ii) between April 12<sup>th</sup> and 14<sup>th</sup> May 2010 when end of Key Stage SATs and other class assessments take place.

xi) Children should not wear make-up (including nail varnish) or jewellery in school. Those who have pierced ears are only permitted to wear simple studs in the lobes. Multi – studs or other piercings are not permitted. These must be removed by the child for each PE and swimming lesson. Sticking plaster to cover studs is not permitted in accordance with LEA guidance. The school's advice to parents is for the child not to wear them to school on PE days. The school does not accept the responsibility for jewellery. Please refer to the PE section.

xii) Children should wear sensible black shoes for outdoors. The heel should not be of a size that restricts or causes a risk to the child at play. Children should change into a pair of black pumps indoors and should look after their own belongings by using the pegs available in the cloakrooms. Would parents please ensure that all items of clothing are clearly marked with the child's name.

xiii) Dinner money (please check current price) should be paid on the first school day of the week. Parents may apply for free school meals by filling in an application form at the Town Hall. All such requests are dealt with in the strictest confidence.

xiv) Milk is available to all children for a small termly charge (please check current price) payable at the start of each term. A reminder / payment slip is sent home during the first week of each term. Infant children are encouraged to have dental (fluoridated) milk as the school supports the local health authority's plans to improve dental health. Parents are asked to give written approval for this.

xv) It is vital that the school is kept informed of any change of circumstances including address, telephone no. and works telephone no.

xvi) Parents are asked to co-operate by returning slips on letters sent home by the requested date.

## **35. SCHOOL UNIFORM**

**Girls:** Navy skirt / pinafore - Optional Summer dress ( pale blue check )  
Blue tailored trousers may be worn between November and April.  
Pale blue blouse Navy blue cardigan  
Black shoes (outdoor) Black pumps (indoor)  
School tie

**Boys:** Charcoal grey trousers  
Pale blue shirt Navy blue v-neck pullover  
Black shoes (outdoor) Black pumps (indoor)  
School tie

**NOTE:** Trainers are not allowed to be worn as outdoor shoes.  
School ties are available from school

Would parents please ensure that all items of clothing are clearly marked with the child's name.

## **36. FREEDOM OF INFORMATION ACT**

One of the aims of the Freedom of Information Act 2000 is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public. All information in our publication scheme is available in paper form or on the school web site [www.sthelenslive.net](http://www.sthelenslive.net). Some information which we hold may not be made public, for example personal information. If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Information published on our website is free, although you may incur costs from your Internet service provider. If you do not have Internet access, you can access our website using a local library or an Internet café.

Single copies of information are provided free unless your request means that we have to do a lot of photocopying or printing, or pay a large postage charge, or is for a priced item such as some printed publications or videos. In these cases we will let you know the cost before fulfilling your request.

## **37. PARENTAL INVOLVEMENT**

37.1 Parents are encouraged to play an active part in the school.  
The school aims:-

- i) to foster within pupils the knowledge that home and school share similar aspirations on their behalf.
- ii) to acquaint parents and the community with current educational ideas and techniques. Workshops are held in the school for this reason.

37.2 Parents are invited to join a team of "helpers" who work alongside children under teacher guidance on a whole range of activities including library work, reading, practical group work, art and craft, information technology. Such parents are asked to follow a series of training sessions so that their involvement may be more informed.

In recent years courses available for parents have included:- Right Start – “Helping Early Years Children at Home” - five meetings in the Autumn term, Workers’ Education Association – “Parents Helpers in School” - ten sessions during the Autumn and Spring terms, Reading Recovery Centre - “Helping Your Child to Read” – five sessions during the Autumn term. Each year Mrs Walker, Literacy coordinator, works alongside a group of parents to supplement the latter course and to enable these parents to work in school on a regular basis. Parents who help in school are required to have a police check.

37.3 A half - termly headteacher's newsletter is sent to parents describing interesting work that has been studied in the school; activities, events and achievements of the school, individual classes and individual children. It aims to keep parents fully informed about everything that has taken place in St Helen's over that period and also plans for the following half - term. School letters are also e-mailed to parents who have agreed this facility with the Headteacher. The school

also publishes a termly newsletter for the parish, thus illustrating the importance of the close links that exist between school and parish.

37.4 The school has its own web site which is up-dated at regular intervals and includes a calendar of events and children's work.

We hope you will become involved in the life of St Helen's School. Please try to attend meetings and functions which are organised by the school. Your child will benefit by knowing that we are all working together.

### **38. PARENTS AND FRIENDS ASSOCIATION**

This is an association to which all parents automatically belong. The aims of the association are to help to develop good relationships between staff, parents and others associated with the school and provide extra resources for the school by arranging social and fund raising activities. The school has a dedicated and hard - working committee who spend time, voluntarily, making arrangements for school events and consequently benefiting all our children. Help is always welcome and appreciated in the organisation and running of such functions.

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**We wish our children to grow and mature in the knowledge that every person connected with the school is recognised as a valued member of the St Helen's School Community. Every child has a duty to work to the best of his/her ability in order to realise his/her potential as a happy, caring, talented Christian.**  
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