



**Inspiring,
Enjoying,
Achieving**

Donisthorpe Primary School

Prospectus 2017-2018



A Warm Welcome to Donisthorpe Primary School

Dear Parent/Carer,

Your child's years at primary school are an extremely important time in their educational life and it is therefore essential that you are thoroughly involved and informed from the very beginning. The aim of this prospectus, together with any visits, is to begin providing that necessary information.

Everyone here at Donisthorpe Primary School is concerned first and foremost with children. The staff and governors are committed to providing the very best education for all our pupils. We care passionately about the quality and nature of the education we provide.

We aim to provide a high quality education; enabling the children to have a successful future. We believe that a firm partnership between school and home provides a solid foundation for learning and we value the involvement of our parents and carers.

We not only strive for high quality teaching and learning but also for well behaved, articulate pupils. In order to achieve this we rely heavily on the partnership between home and school.

Throughout your time as a Donisthorpe Primary School parent you are welcome to contact us at any time, to get involved and to be an active partner in your child's education. We look forward to developing this relationship and to ensuring your child receives the very best possible start to their academic life.

"Where happy children flourish"

Sylvie Newman

Executive Headteacher



Ashby Road
Donisthorpe
Swadlincote
Derbyshire
DE12 7QF

Telephone: 01530 270371
Fax: 01530 272074

Admissions

Donisthorpe Primary School for girls and boys between the ages of 4 and 11 years. Parents considering sending their children to Donisthorpe Primary School should make an appointment to visit the school, when the Headteacher will be pleased to show them the facilities and discuss their children's needs.

All parents, whether living within the school's catchment area or not, must apply either online at <https://onlineadmissions.leics.gov.uk/admissions/faces/Welcome.jsp> or in writing to: **The Director of Education, County Hall, Glenfield, Leicester LE3 8RF** if they wish their child to attend the school.

All pupils begin school at the beginning of the academic year in which they become 5. Attendance would normally be full time. Before your child begins school, there will be an opportunity for you and your child to meet the staff and other new parents and children. At the start of the autumn term the Early Years Foundation Stage children will have a gentle introduction to school, with a staggered start. Prior to starting school, the class teacher will also offer a parent consultation meeting at your convenience.

Closing date for applications for September 2018 is the 15th January 2018. Results will be published on 16th April 2018. Information about Appeals can be found on the Leicestershire County Council website (www.leics.gov.uk).

Staff List

Executive Headteacher	Mrs Sylvie Newman	
Deputy Headteacher	Mrs Susan Heath	
EYFS	Miss Alicia Bloor	Mrs Charlotte Locker Mrs Rachel Edwards Miss Rebecca Weir (1:1)
Year 1	Mrs Claire Merry Mrs Catherine	Mrs Claire Farrell
Year 2	Mr Nigel Tate	Mrs Kathryn Brownlow Mrs Linda Eldridge (1:1)
Year 4	Mrs Rachael Lavender	Mrs Rosie Pawson Mrs Claire Eaton (Monday only)
Year 4	Miss Kirsty Morton	Mrs Lisa Morrison
Year 5	Miss Kirsty Lee	Mrs Helen Parkinson
Year 6	Mr Jamie Williamson	Mrs Lyndsey Hill
Additional Roles	Pupil Premium Champion	Mrs Helen Parkinson
	SEN Champion	Mrs Claire Eaton (2 days)
PPA Cover	PE - Mr Marc Sherlock French (KS2 only)- Mrs Tonni Cole	
Office Staff	Mrs Janette Webb	Mrs Meryl Gardner
Lunch Play Leader	Mrs Samantha Dytham	
Playground Assistants	Miss Lisa Goodhead Mrs Jayne Cooper Mrs Jennifer Durham	Mrs Dee Wykes Miss Rebecca Weir Mrs Sue Bown
Premises Officer	Mr Adrian Evans	
Cleaning Staff	Mrs Samantha Dytham Mrs Jayne Cooper	
Kitchen Staff	Mrs Denise Bate Mrs Jo Clamp	Mrs Sarah Toon Mrs Kate Spillett
School Bursar	Mrs Helen Lee	

Governing Body

Name	Role	Committees	Type	End of Term
Jo Lee	Co-Chair	Pay, HT PM*, Steering Pupil Premium	Co-Opted	12/18
Kelly Grove	Co-Chair	Curriculum, H&S (Chair), Steering	LA	01/18
Sylvie Newman	Headteacher	Finance, Curriculum, H&S, Steering		
Zoe Hundley		Finance, Pay (Chair), Steering	Co-Opted	04/20
Ian McArthur		Finance, HT PM* (Chair), Pay	Parent	07/18
Charlotte Locker		Health and Safety	Co-opted	12/18
Alicia Bloor		Curriculum	Staff	10/19
Steve Tattersall		Curriculum (Chair)	Parent	02/20
Lee Callender		Finance (Chair)	Parent	12/19
Derrick Newton		Curriculum	Co-Opted	10/20

The Governing body of a school is responsible for ensuring that it is run to promote pupil achievement. Its duties include:

- setting strategic direction, policies and objectives
- approving the school budget
- reviewing progress against the school's budget and objectives
- appointing, challenging and supporting the Headteacher

The Governing body meets at least once each term, with committee meetings (Finance, Personnel, Health & Safety and Curriculum) also taking place at regular intervals. The governors are volunteers from the school staff, parents of children at the school and members of the local community. They are responsible for the strategic direction of the school.

Any contact with the Governing Body should be made through the school office or through Mrs Newman.

Child Protection: Safeguarding Children

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases the school is obliged to refer children to children's social care staff, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.
- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you can contact the children's social care office or the Local Authority's Access & Welfare Service direct. If you think the abuse may have happened in school, contact the Headteacher or the Designated Senior Person for Safeguarding Children, who is **Mrs Newman – Headteacher**. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to children's social care, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.
- **PICKING UP CHILDREN AT THE END OF THE DAY** – Please note that children in classes EYFS, Year 1 and Year 2 will be dismissed only to the person collecting them i.e. we do not allow children in these years to walk home alone. Please ensure you let the school know exactly who will be collecting your child each day. If this changes it is your responsibility to let the school know. If a "completely new person" is collecting then please introduce them to the class teacher.

The School Day

Parents/Carers allowed onto playground with their children at 8.30am

Doors open at 8.40am

Morning break 10.15am – 10.30am

Lunch 12.00pm– 1.00pm

School ends at 3.10pm

PLEASE BE ON TIME BOTH IN THE MORNING AND AFTERNOON



Transport to School

The beginning and end of the school day can become extremely busy and we ask anyone picking up children to be sensible, considerate and patient because the last thing we want is an accident.

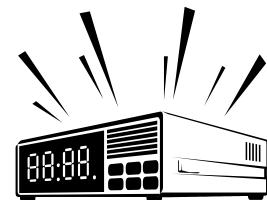
Snowfalls and Emergency School Closure

It is very rare that we would close for bad weather however, it may be necessary in bad weather, or in the case of emergency. Details will be broadcast on

Radio Leicester 104.9 F.M. Telephone (0116) 2021527

Leicester Sound 105.4 F.M. Telephone (0116) 2561355

We ask parents and carers to listen to the radio at such times and not ring school as this blocks our phone line. The information will also be published on our school website (www.donisthorpe.leics.sch.uk), on Facebook and we will send a text message



If it is necessary to close the school during the school day we will, where possible, contact parents and carers by text or by phone so please ensure we always have up to date contact information.

School Meals

To ensure that the children receive the meal that they have ordered, we use a 'band' system. When the children are registered in the morning the teacher will ask the children to choose their meal, either meat or vegetarian. The children will be given a red band for a meat meal and a green band for a vegetarian meal. When the children line up for dinners at lunchtime they will give their band to Mrs Bate and will be served the correct meal. Children do not need to be a vegetarian to order the vegetarian option; they simply choose the meal that they would prefer. Parents will be given a copy of the menu in full to help their children decide what to eat; the menu is also available on our website.

The cost of a meal is **£2.30 per day**. Meals need to be paid for weekly in advance on a **Monday morning**.

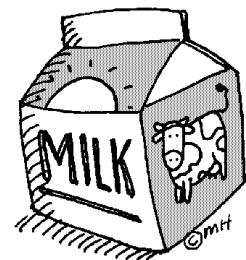
The Government have introduced Universal Infant Free School Meals for EYFS, Year 1 and Year 2 children. This means that hot dinners are FREE to these children. However, if your child is in Years 3 to 6 your child may still be entitled to free school meals. Parents are encouraged to apply for this benefit if they are entitled. Details of this scheme are available from the school office.

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Children can also bring in a packed lunch. Please ensure that this is brought in a suitable named container. Your child will be offered water with their lunch or they can bring a non-fizzy drink. Several children in school have severe allergies, especially to nuts, please bear this in mind.

As part of the Healthy School Status and Government scheme, your child will always be offered a piece of fruit during their Foundation Stage year and also when they are in Year 1 and Year 2. KS2 children are encouraged to bring fruit as a snack for morning break.

Children who are under 5 can receive free milk to drink at morning break, please register at www.coolmilk.com, parents of children older than 5 who wish to continue having milk can pay for milk through the Cool Milk website.



School Organisation

We have seven classes from Early Years Foundation Stage to Year 6. Each class teacher is responsible for his or her class and all classes have some help from a Learning Support Assistant. Children are taught, on occasions, individually, or in small groups, depending on their individual needs.

Teachers meet regularly as a whole staff to discuss and review the curriculum, monitor standards of learning and receive professional development.

School Uniform

At Donisthorpe Primary School we believe that wearing a uniform contributes to the identity and ethos of the school and so it is strongly encouraged. The school uniform is available to purchase from school.

The uniform is;

- Grey or black skirt/pinafore/trousers
- White or blue polo top or white blouse/shirt
- Blue Donisthorpe Primary School cardigan/sweatshirt

Children should wear black **shoes** for school. They should not wear heeled shoes, boots or trainers.

Stud earrings and a watch are the only forms of jewellery permitted. If your child does wear earrings these need to be removed or covered with micropore tape for PE. It is the responsibility of the parents to provide their child with micropore tape.

PE kits are essential and will be needed by all classes. Your child will require a white tee-shirt, shorts and pull on pumps for indoor PE and trainers, tee-shirt, warm jumper and jogging bottoms (preferably in school/dark plain colours) for outdoor PE. A School PE bag can be purchased from school.

Please name all items, including shoes and coats, to ensure lost items can be identified and quickly returned to their owner!

In the interests of health & safety, the school reserves the right to require pupils to change any items of clothing or footwear, which are considered unsuitable for school wear.

Inclusion

At Donisthorpe Primary School we work to remove barriers to learning and to create an environment where all pupils can contribute fully and feel valued. Staff and governors are committed to giving all our children every opportunity to achieve the highest of standards and to recognising and valuing all forms of achievement. Equality of opportunity must be a reality for our pupils. When planning work, teachers take into account the abilities of all their pupils, and strive not merely to fit our children into what we offer but to ensure the needs of the child are being met. This is supported admirably by links with other agencies, by the teachers' knowledge and understanding of the children, by planning to meet needs and the effective support, advice and guidance given to particular individuals both within and outside of the classroom.

For children who are finding school life difficult we have an Inclusion Mentor who can work with children to help them with any confidence issues, making and keeping friends, bereavement support.

Transfer and Transition

At the end of Year 6, the vast majority of our children transfer to Ibstock Community College, as this is their catchment school.

Their contact details are: 01530 412756/7, please do contact them if you have any questions.

Every effort is made to make the transition as smooth as possible. High school teachers visit our school, talk to the pupils and records are sent on. During July induction days are organised to familiarise the pupils so that they get to spend time at their new school prior to starting in the Autumn Term.

Information concerning the school is available from the individual establishments.

The Curriculum

Things change very quickly in education, and at no time in the past 25 years has that been truer than from September 2014 when the whole school curriculum changed for schools throughout England.

What's changed?

English, Maths and Science remain important and are considered the 'core subjects' in primary education. The National Curriculum sets out in detail what must be taught in each of these subjects, and they



take

up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

High Achievers

If your child is achieving well, rather than moving on to the following year groups work, schools will now encourage more in-depth and investigative work to allow a greater 'mastery' of concepts and ideas.

Donisthorpe Primary School Curriculum continued...

Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects. In some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curriculum.

Using the New National Curriculum, we have created an innovative, creative thematic approach to the curriculum which simply means we bring subjects together to help children make links and see the purpose of what they are learning. We try to make learning as practical as possible and immerse the children in what they are doing. Each theme begins with an Inspiration Day, which could be a trip, a visitor coming into school or a research day. Each theme also must have a purpose so that there is always an End Product. The creative curriculum offers an exciting variety of choice but it is all carefully mapped to National Curriculum requirements.

English

All children take part in a daily English session, based on the National Curriculum. We aim to help children to:

- Develop a confident and positive attitude towards all aspects of English
- Use English as a powerful tool across all areas of the curriculum
- Communicate effectively in speech and writing
- Listen with understanding
- Become enthusiastic, responsive and knowledgeable readers
- Read and write for enjoyment

Phonics and Reading at Donisthorpe Primary School

Children in Reception and Key Stage 1 follow the synthetic phonics approach, using the 'Letters and Sounds' programme. It is an approach to teaching phonics in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words.

We use the Oxford Reading Tree. This provides a variety of fiction and non-fiction books to develop children's reading range. Children learn to read at different rates. Once they finish the reading scheme, we encourage them to become 'free readers' and choose their own books.

Our daily phonics sessions are fun, involving lots of speaking, listening and games. The emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play. This is sometimes supplemented by other reading schemes, and we also encourage children to read non-fiction texts from the school's library.

Letters and Sounds are divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practice

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and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words' –words with spellings that are unusual or that children have not yet been taught. These include the words 'to', 'was', 'said' and 'the' – you can't really break the sounds down for such words so it's better to just 'recognise' them.

We teach a wide range of nursery rhymes and songs and read good books to and with the children. This helps to increase the number of words they know– their vocabulary – and helps them talk confidently about books. The children learn to identify rhyme and alliteration.

Maths

All children take part in a daily Maths session, based on the National Curriculum.

Through mathematical work we hope to encourage children to:

- use Mathematics as a tool across a wide range of activities
- develop a confident and positive attitude towards Mathematics
- develop understanding skills
- develop enquiring mind and the ability to think logically
- develop the ability to record their work in an appropriate form



Science

We aim to develop the children's sense of enquiry and extend their knowledge and understanding of scientific concepts. Through the teaching of science we hope to:

- arouse children's curiosity in the material world
- encourage them to develop an enquiring mind
- develop skills such as observation, prediction, measurement, and drawing conclusions

Computing

We aim to equip the children with the skills and knowledge necessary for today's technological world. All classes have computers linked to the network as well as an interactive whiteboard and some lessons take place within the Computer Suite. We also have laptops, Ipads and digital cameras, which are used for whole class and group work.



We aim to provide as much "hands on" experience of computing as possible. This includes word processing, graphics, using databases and spreadsheets monitoring and controlling events and using digital photography. We also encourage the use of computing in other curriculum areas.

Religious Education

Lessons in Religious Education take place each week or in some cases in a half termly block. These lessons are in accordance with Leicestershire Local Authorities agreed syllabus and reflect the fact that the religious traditions of Britain are mainly Christian, but give the children knowledge and understanding of other faiths.

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Parents may withdraw their child from lessons in Religious Education and from our school assemblies by sending a written request to school. The school encourages visitors to lead assemblies. The local vicar, Reverend Elphick, is a regular contributor to our assemblies.

History

Children in our school are taught about the important episodes and characters in British History, as well as studying local history and the history of ancient civilisations.

As part of their studies they have chance to use historical artefacts and documents and their work is supported by educational visits, library books, videos and computer research.

Geography

A progressive programme of study is followed throughout the school. Children study a variety of places locally, within the UK and worldwide. They also learn about their own physical and human environments in studies of rivers, weather, settlements and transport. Children are helped to develop a concern for the environment and a sense of responsibility for the care of the earth and its people.

Music

In Music all children are given the opportunity to make and enjoy a wide range of music and sing together. There is opportunity for children to learn to play the recorder, clarinet, flute, keyboard and guitar through peripatetic teaching. More details can be provided if you ask in the school office. Children in Year 4 are given the opportunity to learn an instrument as a whole class.

PE

Children are taught the following six areas of activity: games, gymnastics, dance, swimming, athletics and outdoor adventure activities. We see PE as an opportunity for co-operation and competition, learning and improving skills of co-ordination, raising self-esteem and giving enjoyment.



Art

Children enjoy many opportunities to experiment with different techniques of drawing, sketching and painting using various mediums. They make textiles, sculpture, architecture and ceramics. They also study art from different periods of history, traditions and cultures. Artwork is also linked to other areas of the curriculum.

Design Technology

Skills are taught using a progression of activities throughout the curriculum. Problem solving skills and mechanical understanding are taught through a variety of assignments using a range of materials. Children are encouraged to design, construct, evaluate and record their work.



Personal Social Health Education (PSHE)/Citizenship

Many aspects of citizenship are taught through other subjects. Children in school are recognised as being citizens in the community and taught about the responsibilities they have. The school has School Ambassadors, who take an active day-to-day interest in the running of the school.

Sex Education

The School's Policy on Sex Education & Relationships follows the framework of the LA's policy. This states 'the importance of sexual relationships in all our lives is such that sex education is a crucial part of preparing children for their lives now and in the future as adults and parents'. In sex education, factual information about the physical aspects of sex, though important, is not more important than a consideration of the qualities of relationships in family life and of values, standards and the exercise of personal responsibility as they effect individuals and the community at large.

Matters are dealt with sensitively as they arise within classroom situations but in Years 6 there is a specific Sex Education Programme. Parents of children in this year group are always invited to an evening meeting prior to this programme taking place. Parents do have the right to withdraw children from these lessons if they wish. A full copy of the school's Sex & Relationship Education Policy is available for inspection at school from the Headteacher.

Collective Worship

The school has a daily collective act of worship for all children as required by the Education Act of 1988. On most occasions worship is broadly Christian. Any parent has the right to withdraw their child from collective worship should they wish.

Celebrations

The school calendar includes celebrations of Harvest Festival (at St John's Church Donisthorpe) Christmas with a Nativity Performance, Carol Service (at St John's Church Donisthorpe) and Easter Service (at St John's Church Donisthorpe).

Special Needs

The school follows the Code of Practice outlined by the Department of Education and Skills on the identification and assessment of Special Educational Needs (SEN). The class teacher in consultation with the parents and the SEN Co-ordinator makes early identification of children with special needs. Advice may be sought from outside agencies such as Social Services, the Educational Psychology Service or Specialist Teaching Service. Parents are always consulted prior to such contact being made and they are part of every process.

It is estimated that one child in five needs additional help at some stage during their time in school. This help may be of a temporary nature or be prolonged and may include extra support from our Special Needs Teacher. The degree of help offered to a child is described as being in one of three stages and is recorded on a SEN Record in compliance with the Code of Practice.

The SEN policy is updated annually and a copy is available on our website.



Homework

The school's Homework Policy follows the recommended guidelines for the length and nature of homework for primary age children. A copy of the policy is available from the school office on request.

Children will receive a range of homework, including spellings to learn, books to read and 'Brain Builder' activities. The Brain Builder tasks allow the children to direct their own learning and may involve some investigation of a topic, a creative project (e.g. build a model of a fairground ride), Measuring and recording tasks. The tasks are open ended and the child can use all techniques available to them.

The Early Years Curriculum focuses on the following key areas:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Personal, social and emotional development involves helping children to develop a positive sense of themselves, to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The Outdoor Area:

The activities offered outdoors are complimentary to those offered indoors. The Outdoor Learning Area offers your child an outside play area where he/she can enjoy physical, social and intellectual activity using a variety of equipment.

The planned learning opportunities, indoors and outdoors, provide equal opportunities for development within each area. Activities are of a practical nature and we believe very strongly in learning through play.

Statement on Racism

Donisthorpe Primary School values children and adults as individuals and as members of differing cultural, racial and religious groups. We work to develop attitudes and conduct appropriate to living in a multicultural society that respects others regardless of their race, belief or colour. The Governors and Staff of this school declare they are opposed to racism and to any discrimination. We believe teachers and parents must do everything possible to challenge racist behaviour whenever it occurs.



Promoting British Values at Donisthorpe Primary School

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). At Donisthorpe Primary School these values are reinforced regularly and in the following ways:

Curriculum

In Key Stage 1 children are taught about similarities and differences between ways of life in different periods, how changes within living memory reveal changes in national life, and about events beyond living memory that are significant nationally. They also learn about the lives of significant individuals in the past who have contributed to national achievements.

In Key Stage 2 children continue to develop their knowledge of British and local history. Periods of British history studied include The Roman Empire and its impact on Britain, Britain's settlement by the Anglo Saxons, the Viking and Anglo Saxon struggle for the kingdom of England and local history.

The school has a yearly focus on the Remembrance Day commemorations where children purchase poppies and a two minute silence is held in a special assembly. In 2014 children in Year 5 and Year 6 visited The Somme Battlefield's in France; on their return led a whole school Week of Remembrance culminating in a Peace service led by Reverend Elphick our local Church of England representative. As a whole school, we have celebrated the World Cup, the Olympics and Para Olympics, with Olympic themed sports days and special Olympic weeks. Royal celebrations play a large part in our curriculum offer e.g. the Golden Jubilee was a huge event for the school.

Our whole school assemblies are very important to us, and it is here that we regularly uphold the traditional values of empathy, respect and tolerance. These are also taught within formal PSHE, Citizenship and RE lessons and, indeed, the British values of respect, tolerance and empathy are fostered throughout all of our daily interactions: modelled by staff and nurtured in pupils.

Democracy

We have 16 School Ambassadors from Year 5 and Year 6, who meet regularly to discuss issues raised by children across the school. The council has its own budget and is able to effect change within the school. Areas for focus are chosen by the children and voted on at School Ambassador Meetings. Democracy is explained in assembly and the children are encouraged to follow the news in relation to voting, with children given opportunities to debate the issues currently being addressed. Through our curriculum children are taught about, and encouraged to respect, public institutions and services. Children complete an annual pupil questionnaire where they are able to put forward their views about the school. Pupils are selected at random for pupil interviews with members of the Senior Leadership Team to seek their views and opinions on a range of school and community issues. Pupils in Y6 are given the opportunity to take part in the Junior's Speak events which are local debating competitions organised by the Rotary Club of Ashby.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Donisthorpe Primary School. Children are taught from an early age the rules of the school or as we call it, The Donisthorpe Way. Children are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Donisthorpe Primary School, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for children to make informed choices, through a safe environment and an empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE work. These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. Pupils are given the freedom to make choices, whether through choice of challenge in lessons, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.



Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. We provide opportunities for the children to visit places of significant cultural interest, places of worship and we actively encourage visitors from a range of communities and

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organisations into school. Each year group support various charities including, Comic Relief, Children in Need and collecting for our local Food Bank. They plan fundraising and awareness raising activities to support these charities. Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We have visits from the local Vicar as well as church members who run a regular 'Open the Book' assembly. We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faith buildings. We use assemblies to explore and understand the similarities between religions. Curriculum topics include learning about and, most importantly, **from** other faiths and misconceptions between religions are addressed as well as prejudices that have been expressed by the community. The school holds a yearly Week of Culture where we immerse the children in a different culture, with food, art and music dance and drama from visiting workshops. We invite children to a multi faith visit to Leicester to explore in greater depth different cultures and beliefs promoting tolerance and mutual respect. Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow the Leicestershire Agreed syllabus for RE and use the SEAL materials to enhance PSHE teaching.

Forest School at Donisthorpe Primary School

Donisthorpe Primary School has its own Forest School programme, which is be part of the curriculum for all year groups. We work with Little Acorns Forest Schools to develop forest learning both on site and off site at Hicks Lodge.



Children learn to recognise risk, why rules apply and how to be safe in an outdoor environment. Over time the children risk assess their own situations enabling them to explore, discover, problem solve and learn using the seasons, nature and the outdoor environment. Elements of the curriculum are delivered outside and therefore sessions are part directed and part child led. When appropriate the children will learn safe tool use, bush craft skills, seasonal nature based activities and outdoor cooking. All activities are small achievable tasks that encourage the children to succeed.

Behaviour

At Donisthorpe Primary School we believe everyone has the right to feel safe, valued and happy. This statement sums up our Code of Conduct for children.

"Behave towards other people as you would like them to behave towards you".

We ask the children to follow these simple rules:

- ✓ **Follow instructions first time**
- ✓ **Listen to the person who is speaking**
- ✓ **Care for everyone and everything**
- ✓ **Try your best to be the best you can**
- ✓ **Be in the right place at the right time**
- ✓ **Treat others kindly or leave them alone**

Bullying and Harassment

Donisthorpe Primary School aims to take a positive approach to bullying, trying to both prevent it and deal with the problems arising from it. We believe that our pupils are entitled to receive their education in a safe and caring environment, free from fear and intimidation. All Governors, staff, pupils and parents will be encouraged to share these values and turn them into action.

Prevention of Bullying

All staff at Donisthorpe Primary School have an important role to play in demonstrating a positive role model for children, in showing ourselves to be fair and balanced in the way we deal with children especially those most frequently in need of our care and support. We must not pre judge a situation.

A Definition of Bullying

Persistent, offensive, abusive, intimidating, malicious or insulting behaviour, which amounts to an abuse or misuse of power and makes the recipient feel upset, threatened, humiliated or vulnerable. Bullying undermines a target's self-confidence and may cause them to suffer stress.

Welfare in School

We ask all parents to provide us with an emergency contact number when their child is admitted to school. Please keep this information updated as there may be times when we need to make an emergency contact with parents and carers.

To help us keep children healthy we do ask all parents to keep all children at home when they have sickness or diarrhoea or any other infectious condition. We do ask that children remain at home for at least 48 hours from their last bout of sickness or until fully recovered to avoid spreading the illness to others.

Assessment

Children are assessed both formally and informally throughout their life in school. We are required to make formal assessment of children's learning and development at the end of the Foundation Stage of learning before entering Year 1, Year 1 Phonics Screening Test at the end of Year 1, Key Stage 1 SATs at the end of Year 2 and Key Stage 2 SATs at the end of Year 6. We also make assessments of children using other testing material in Years 1, 3, 4 and 5 and reading and spelling tests.

The results of tests/teacher assessments such as these will be contained in your child's annual written report in June. These tests take place in May and are important so we ask parents not to take children on holiday at this time.

All teachers and non-teaching assistants make informal ongoing assessments of children's learning. This is an important part of our monitoring and informs the next stage of children's learning. Any parent who is concerned about their child's progress should contact the class teacher who will be able to give up to date information and give suggestions about how you, as a parent, can best support your child at home.

Parental Involvement

We strongly believe in the value of a good home school partnership. The basis of this is regular contact and good communication to make this work.

Parents are encouraged to take an active part in school life. Several parents volunteer to help with swimming, educational trips, after school clubs and to support work in the classroom. All parents who do so **must** have an up-to-date DBS clearance.

We appreciate the need to work closely with parents and our home/school reading diaries offer a good channel for communication. However if a longer meeting is required to discuss a matter of concern we urge parents to make an after school appointment with the teacher.

We have an active and supportive PTA which everyone is most welcome to join. It organises fundraising events throughout the year and seeks to recruit as much support as possible.

Parents are also represented on the Governing Body. This is an elected position. The parental contribution to this Body is highly valued and further strengthens the links between home and school.



Health

We work closely with health care professionals to take care of the physical development of our children. With parental consent children will have medical, hearing and dental checks during their time with us. Parents are always notified of these visits by the local health service and there is opportunity for parents to attend.

The school nurse is available to discuss any concerns you may have regarding your child's health and may be contacted via the school office.

If your child is absent...

It is essential that you contact the School whenever children are absent or will be late. This can be done in various forms such as a letter, telephone contact or email. All Schools now have to keep and publish all information about 'unauthorised absences'. If your child is absent from school due to illness, please contact the school office via phone or email on the first day of absence. If the office has not heard from you by 10.00am a text via 'Teachers2Parents' will be made to the first contact to reassure us that the child is safe. Parents are requested to confirm any subsequent absences in writing, giving details of reason and date(s).

We are able to authorise absences for the following reasons only;

- sickness – medical or dental
- participation in public performances
- absence following the death of a close relative
- religious observance
- educational visits run by the school



Regular attendance is essential for our children to make good progress at school. It is important they do not miss any aspects of the curriculum.

Children should not be taken out of school for leisure activities or for holidays. There are 14 weeks of school holidays and it is expected that parents arrange family holidays during this time. The Headteacher/Governors Personnel Committee can authorise holidays only in exceptional circumstances. All requests will be unauthorised unless there are exceptional circumstances.

Children arriving late enter the school via the Main Reception. The office records lateness in the class register. A late mark is issued for arrival at school after 9.10am – that is 30 minutes after the start of the school morning. A late mark is judged to be an unauthorised absence and is recorded in the register as such.

A statement of attendance will be issued annually along with your child's report.

Security

It is important we work together to keep our children safe. Governors and staff provide a secure environment for children to enable them to work and play in safety. We have controlled access on outside doors to buildings and gates around the school site. The building has fire and intruder alarm systems, external security lighting and a telephone link between classrooms and the office.

All visitors to school must report to reception where they will be asked to sign in and out of the school premises. While on site they will be asked to wear a 'visitor' badge for easy identification. In addition all staff are informed prior to visits taking place and a member of staff accompanies all visitors.

All adults who work in school have been police checked and have had their DBS certificate checked by Mrs Webb or Mrs Newman.

Charging Policy

It is necessary on occasions to make a voluntary contribution for school activities to cover the cost of bus fare to and from swimming for example. It is possible to pay this money in small weekly instalments when necessary.

Donisthorpe Primary School Prospectus 2017-2018

Trips and visits, which are not a part of the national curriculum, are not compulsory and parents are asked for payment on these occasions although parents have the right to withdraw children from these events. It is our policy to consider the cost of such visits and try to incur a minimum and reasonable cost at all times.

Please note that school is not liable for any property lost on the school site (clothing, bikes, scooters etc). Please ensure that everything is marked with your child's name and bikes and scooters left on the school site are secured appropriately.



Complaints

It is hoped that wherever possible the relationship between parents/carers and the school will be such that the class teacher or Headteacher can resolve any problems.

Should any matter need to go further, the Governors have adopted the Local Authority's recommended procedures. Mrs Newman will be pleased to advise parents/carers about the process and their rights.

Summary of Assessment Results End of 2016-2017

EYFS	2017		
	GLD	School	National
All	24	67%	69%

Year 1 Phonics	2017		
	School Year 1	National	School Year 2
All	90%	81%	100%

Key Stage 1 2017				
	School Expected	National 2017	School Exceeding	National 2017
Reading	90%	76%	37%	25%
Writing	80%	68%	23%	16%
Maths	90%	75%	23%	21%
Science	90%	89%	27%	23%
RWM	68%	60%	20%	tbc

Key Stage 2 2017					
	School Expected	National 2017	School Exceeding	National 2017	Ave SS
Reading	87%	71%	30%	24%	106
Writing	83%	74%	22%	18%	---
SPaG	91%	77%	26%	31%	106
Maths	87%	75%	22%	23%	104
Science	87%	82%	---	---	---
RWM	70%	61%	9%	tbc	---