

Zetland Primary School

*Remembering Yesterday, Valuing Today,
Striving for Tomorrow*



1859

PROSPECTUS

An A to Z of provision

2016-17

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Addresses and Contacts

School Category	Community
School Address	Zetland Primary School Redcar Lane Redcar TS10 3JL Tel:01642 484595 Fax:01642 491550 email: office@zetland.org.uk
Head Teacher	Mr S English
Deputy Head Teacher	Mr P Richardson
School Office Manager	Mrs T Barnes
Caretaker	Mr M Cameron
Chair of Governors	TBC (<i>Contact via school</i>)
Vice Chair of Governors	Mr Peter Robinson (<i>Contact via school</i>)
Safe Guarding Team	The Designated Safeguarding Lead (which is the Head teacher) Mr English The Deputy Designated Safeguarding Lead (the Deputy Head teacher) Mr Richardson The Designated Safeguarding Governor, Mrs Surtees

School Staff September 2016

Teaching Staff

EYFS\Foundation Stage

Mrs S Boyes
Mrs M Coupland EYFS Leader
Mr N Wilkin

KS1 and KS2

Mrs A Herd
Miss J Clarkson KS1 Leader
Mrs D Hornsey/Miss K Lord
Miss S Archer
Mr P Richardson Deputy Head
Mrs L Foster-Spanner KS2 Leader

Higher level teaching Assistant (HLTA)

Mrs S Young

Support Staff

Mrs J Thompson	Teaching Assistant
Mrs C Rice	Teaching Assistant
Mrs C Harrison	Teaching Assistant
Mrs E Berry	Teaching Assistant
Miss L Daniell	Teaching Assistant (SEN)
Mrs J Peirse	Teaching Assistant
Miss J Teasdale	Teaching Assistant
Miss J Williams	Teaching Assistant
Mrs J Mehta	Teaching Assistant
Mrs K Weston	Teaching Assistant
Mrs L Moses	Teaching Assistant
Miss A Jackson	Teaching Assistant
Miss S Guess	Teaching Assistant

Office Staff

Mrs T Barnes	Office Manager
Mrs V Richardson	School Secretary

Mr M Cameron	Caretaker
Mrs L Julian	Cleaner
Mrs J Luxmore	Cleaner
Mrs G McGuinness	Cleaner
Mrs A Dexter	Lunchtime Supervisor
Mrs T Herbert	Lunchtime Supervisor
Mrs J Sawdon	Lunchtime Supervisor

Mrs A Thompson
Mrs S O'Connor
Miss V Coyle
Mrs H Flower
Mrs D Piggins
Mrs A Surtees

Lunchtime Supervisor
Lunchtime Supervisor Breakfast Club Facilitator
Lunchtime Supervisor
Lunchtime Supervisor
Playground Facilitator
Breakfast Club Manager

Governors at September 2016

Parent Governors

Mrs S Thompson

LA Governors

Mrs D Ives

Staff Governors

Mr S English
Mrs L Foster-Spanner
Mrs A Herd
Mrs S Young

Co-opted/ Community Governors

Sister P Bush
Mrs M Hill
Mrs L Mohammed
Ms A Surtees
Mr P Robinson Vice Chair and currently acting
Chair

Introduction to the School

Chair of Governors' Foreword

Welcome to Zetland Primary School. As a very long established school, on its present site since 1859, we are proud of our history. We hope that you and your child will soon feel part of the school and its future.

Education is a door to many opportunities. Zetland School is constantly growing and changing to offer children more opportunities.

We need your support and we need to work with you to make sure that your child makes the most of all the opportunities that are available.

We look forward to a working relationship with you that brings out the full potential of your child in their academic work and, most importantly, in their personality.

Yours sincerely,

Peter Robinson Acting Chair of Governors

Head Teacher's Introduction

Dear Parents and Guardians,

Thank you for choosing Zetland Primary School for your child.

Ofsted (February 2014) found that Zetland is a school where "Everybody matters and everybody cares." This is something we are very proud of as it captures the ethos and aims of our school. We aim to foster and encourage talent, valuing individual achievement, equal opportunity and personal development, allowing each child to reach their full potential both academically and as well rounded young people within a supportive, engaging and ambitious teaching and learning environment. We work in partnership with all parents and carers in order to ensure that your child's are met and we value the excellent support the wider community provides to school.

We are a member of the Ironstone Multi Academy Trust (October 2016). This means that we work together with three other schools: Normanby Primary, Nunthorpe Primary and Ormesby Primary. We believe that together we can share the good practices each school offers to enrich and improve the quality of the teaching and learning provision within each school. The Chief Executive Officer is Carl Faulkner Head teacher of Normanby Primary.

This prospectus is intended to be an informative guide for new parents and children and I hope it will be a helpful reference during our association together.

Simon English
Head Teacher

Buildings and Facilities

Our school caters for children between three and eleven years of age. We are housed in a building dating from 1859 and are proud of our heritage, trying to retain as many of the Victorian features as possible whilst remaining compatible with modern educational needs.

Over recent years the school has updated its accommodation and facilities to provide pupils and staff with a bright, comfortable environment that enables them to learn in a safe secure setting, to access the latest technology and to feel proud of their surroundings.

We have an ICT suite, networked computers, wireless laptops and also interactive whiteboards in all classrooms.

The main playground and foundation stage outdoor area both have soft surface covering, offering a secure environment, especially for our early year's children. The building is well maintained and cared for thanks to the commitment of teachers, caretaker and cleaning staff.

We endeavour to maintain and enhance the high standards we have achieved.

School Organisation

Admissions

The school follows the LA's admission policy. (Copy available in school for inspection.)

Parents who are considering applying for a place for a pupil at Zetland School are welcome to visit by arranging an appointment with Mrs T Barnes, School Office Manager.

Absence

If your child is sick or away from school for any reason, please ring, call or write to let us know at once. This is especially important as the school is legally required to report reasons of absence to the LA. (Local Authority). If you need to take your child out of school during the day, please: ~

- Let us know in advance - we have a mobile phone number allocated for attendance so that a text can be sent to inform school of your child's absence
- Ensure that children are collected by a parent or carer, they cannot be allowed to meet you off school premises or collected by anyone under the age of 16.

The school adheres to LA legislation and requests for a 'Leave of Absence' **must** be made in writing to the Headteacher a **month in advance**. Parents should note that school cannot authorise unjustified absence, for example, to go shopping, to mind the house, to look after brothers and sisters.

Holidays should not be taken during term time. Exceptional circumstances may be authorised and will be considered if pupil attendance to date is over 95%. **No authorised absence will be given during the month of September or during annual SAT week (in May) for Y2 and Y6.**

Attendance

Good attendance is a school priority and our whole school target is 96%. This ensures your child maintains good routines in school and are able to follow a continuous learning cycle so that they achieve their potential. If a parent or carer feels that there are any issues impacting on their child's attendance, we advise that they share this immediately with school so that support can be put in place.

Breakfast Club "The Hungry Caterpillar"

School runs a popular breakfast club every morning from 7.45 to 8.45. Children from Reception to Year 6 are given a healthy breakfast and a chance to play a variety of fun educational games as well as use other school resources such as ICT and the playground weather dependent. It is ran by Mrs Surtees alongside Mrs O'Connor and Mrs Flower. We charge £10 per week to cover costs. If you would like a place for your child, please contact the school office.

The curriculum: our aims and priorities

We value our children and their individual progress highly, nurturing and celebrating achievement, equal opportunity and personal development.

We aim to work with parents, and the wider community, in order to help children achieve to the full.

For us as teachers, the most important aspect of the way the children work is their attitude, which we encourage positively. If they care about what they are doing, if they take a pride in their work, if they are keen, interested and co-operative then they will obviously do well.

We ask each individual child whatever their ability, that they try and achieve a little more each day and that the quality of their work gradually and steadily improves. As a staff we are continually attempting to improve the quality of our work by careful planning, constant discussion and regularly attending courses. Our staff are caring and committed to the high standard which they set for themselves and the children in their care.

An Overview of the curriculum and assessment of the Primary Curriculum at Zetland Primary School

Early Years Foundation Stage (Nursery and Reception)

Your child will typically begin school at the age of 3 and enter the Early Years Foundation Stage as a Nursery child which can also be known as Early Years Foundation Stage (EYFS 1) . They will then progress into Reception or Early Years Foundation Stage (EYFS 2) . During their time in the Early Years Foundation Stage they will follow the Early Years Foundation Stage Curriculum. This aims to develop key aspects of their emotional, social, physical and academic development set out as the Early Years Goals, of which there are 13 strands. Children who achieve success in all 13 strands will then have reached a Good Level of Development. The teaching methods used, organization of the learning environment, use of teaching staff and other adults as well as resources are directed to help your child maximize their potential in each of these strands, as they go through the Early Years Foundation Stage. You can find out more by visiting our Early Years Foundation Stage, talking to our staff and reading our booklet explaining this area of school further.

Key Stage 1 and 2 (Year 1 to 6) and the new expectations of the Primary Curriculum

When your child leaves Reception or EYFS 2 at the age of 5 or 6 they will enter into Key Stage 1 and will follow the National Curriculum. In September 2014 the Department of Education launched a new National Curriculum which has become compulsory for all children attending Local Authority Schools beginning in 2014. The national curriculum is a set of subjects and standards used by primary and secondary schools to define learning expectations across England, so children learn the same things. It covers all the subjects to be taught and the standards children should reach in each subject. The aim of the Primary Curriculum is to provide a clear outline of the essential skills, knowledge and understanding required by the pupils at the end of each key phase in their education. This is so that they are well equipped to achieve success in later life when they eventually leave fulltime education. In the new National Curriculum the

essential knowledge, skills and understanding required by children are known as Matters, Skills and Processes. You can see how this looks in our school by downloading our curriculum maps, which provide an outline of what we will be teaching, during each term.

The Primary Curriculum is organized into different phases. The phases are Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and upper Key Stage 2 (Years 5 and 6). During this period of their development they will complete teacher assessment work to find out how they are progressing, as well as formal tests such as tests in Reading, Writing and Maths. By the end of Key Stage 2 (Year 6) children will complete their Key Stage 2 Tests and Teacher assessments with the aim of achieving the Year 6 expectations and being "secondary" ready.

Although the New Curriculum is intended to be more challenging, the content is actually slimmer than the previous curriculum. Teachers are required to set high expectations for every pupil. The main changes in the New Curriculum are summarised below:

English

- Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1)
- Handwriting not currently assessed under the national curriculum is expected to be fluent, legible and speedy.
- Spoken English has a greater emphasis, with children to be taught debating and presenting skills.

Mathematics

- Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the previous curriculum) and learn number bonds to 20 (currently up to 10).
- Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$).
- By the age of nine, children will be expected to know times tables up to 12×12 (previously) 10×10 by the end of primary school).
- Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic.

Science

- Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms.
- Evolution will be taught in primary schools for the first time.
- Non-core subjects like caring for animals will be replaced by topics like the human.

Design and technology

- Afforded greater importance under the new curriculum, setting children on the path to becoming the designers and engineers of the future.
- More sophisticated use of design equipment such as electronics and robotics.
- In KS2, children will learn about how key events and individuals in design and technology have shaped the world.

ICT

- Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs.
- From age five, children will learn to write and test simple programs, and to organise, store and retrieve data.
- From seven, they will be taught to understand computer networks, including the internet.

Languages

- French is taught in Key Stage 2 where children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language

At Zetland Primary we want to meet national expectations in a meaningful, engaging and holistic way so that your child grows into a well rounded, confident and respectful person, ready to meet the further challenges of secondary school as they enter the next stage of their education.

Helpful sites:

<https://www.gov.uk/national-curriculum/key-stage-1-and-2>

<http://www.theschoolrun.com/primary-national-curriculum-2014>

Useful Documents on our website:

Curriculum Topics and Skills - written for parents to provide an overview of what we will be learning

Curriculum Map - shows what children will be learning about and when

In our Planning

We take account of Government guidelines and strategies to develop Literacy and Numeracy. Also, we follow National Curriculum programmes of study that outlines opportunities, experience and activities (appropriate to age) that children should encounter in each subject. We assess the child's progress as a starting point for developing and planning our teaching, ensuring that work is matched to meet the different abilities and that children have an active involvement in their own learning. The total weekly teaching time available to deliver our programmes for learning is 23 hours in Key Stage 1 and 23 hours 30 minutes in Key Stage 2.

An overview of the curriculum at Zetland Primary

English

Our teaching of English is based on guidelines which emphasise clear speech, attentive listening, reading for meaning and purposeful writing which includes attention to spelling and well formed handwriting.

Our work on writing helps children to want to write for good reasons: to communicate, to make clear, to persuade. Factual writing is often connected with topic work when there is a need to discover information and think how to present it. Creative writing allows imagination to be used. It expresses feelings and can be memorable both as a process and a product.

Written work is discussed with children and often re-drafted to develop a more focussed awareness of their own ideas and how best to put them across. Handwriting and spelling are consistently developed.

Reading

Reading is the key to all progress in school. To ensure that all children reach their potential we try to identify and offer help to those having difficulty from the moment they join us. Children who experience specific difficulties in reading may be involved in programmes such as Reading Recovery and Better Reading Partnerships to help them make progress.

A reading diary is used to keep contact between home and school.

Parents can help by supporting homework where necessary, helping with learning spellings, by discussing appreciatively what children write and by sharing the enjoyment of books and by listening to children read on a daily basis.

Reading Recovery

Reading Recovery is an early intervention programme for children around six years old who have not started to read or are making very slow progress. It provides intensive, individualised teaching from a teacher trained in Reading Recovery procedures.

The programme is different for each child and usually lasts between twelve and twenty weeks. The focus of each lesson is in understanding messages in reading and constructing messages in writing. The aim is for each child to develop strategies that will enable them to continue to develop as independent readers and writers when their Reading Recovery programme has ended.

Library and Book Provision

We have a central reference and non-fiction library. Also each classroom has its own collection of fiction, poetry, plays and non-fiction books and children are encouraged to take an appropriate book to read for their own pleasure in school or at home.

Mathematics

Our aim is to lead children in the range of experiences needed to cope with everyday maths and to prepare them for more complex work later. Number work continues to be essential, and time is spent on learning number facts, tables and calculation. Mental arithmetic is taught to all

children.

Parents can help by supporting the learning of tables and number facts.

Science

At Zetland we believe that the best science teaching fosters and develops pupils' curiosity in the subject whilst also helping them to fulfil their potential. For our pupils to achieve well in science, they need to acquire the necessary scientific knowledge and also be able to enjoy the experience of engaging and purposeful scientific enquiry in order to help them to answer scientific questions about the world around them. The new National Curriculum states why we teach science in schools: 'A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.'

Computing

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Zetland Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

Design and Technology

This curriculum area incorporates work using a variety of materials, food technology, fabrics and model making. Children discuss, develop ideas and design proposals. They record, review and suggest improvements, plan and evaluate. Some of the work is on specific technology topics, while some is integrated into cross-curricular topics.

History

History fires pupils' curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. Children are encouraged to use sources of information to help them ask and answer questions. They investigate the past in depth and in overview, using dates and historical vocabulary to describe events, people and developments.

Geography

Geography develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills. This takes place inside and wherever possible, outside the classroom. Children are encouraged to ask geographical questions about people, places and environments and use geographical skills and resources such as maps, photographs, atlases and ICT.

Music

The main aim of our Music curriculum is to give all the children an opportunity to take an active part in music-making and singing and to develop their musical skills through enjoyment.

Tees Valley Music Service work enriches the musical provision offered across school.

Music is an essential part of special performances and services that take place at key points in the year such as Christmas and end of year performances. All children have the opportunity to make a contribution to these performances. The school is keen to give children the opportunity to experience live performances by a variety of performers when possible. On some occasions it may be necessary to ask parents to make a small voluntary contribution towards the cost of professional musicians.

Art and Design

Work in Art seeks to help pupils to communicate in two and three dimensional work. Pupils are encouraged to discuss their work and to gain knowledge and understanding of different kinds of art and artists. We aim to provide experience of a wide variety of materials and techniques to help develop imagination and creativity. We welcome the opportunity for parents with particular skills to help us on suitable projects. We are a Gold Arts Mark school recognising the quality of the provision we provide. (Arts Council England)

Physical Education

This essential part of the curriculum aims to help pupils to plan, to perform with increasing skill and judgement, athletic, dance, games, gymnastic, outdoor, adventurous, and swimming activities undertaken. We are an active member of the Redcar and Cleveland School Sports Partnership and as a result competitive sport is a key feature of our wider PE provision. Children of all abilities are encouraged to take part in after school sports clubs and every class has 2 hours of PE per week. We encourage children to follow the school's PE uniform, details of which are provided under the uniform section. We feel this places emphasis on the quality of PE in the lesson by making the children feel smart and prepared for the lesson ahead. If a PE kit cannot be purchased, we would encourage children to wear a plain white or polo neck T-shirt and maroon shorts.

Religious Education

Religious Education is based on the LA's approved Syllabus.

We stress in Assembly and in class, community responsibility and care for others. Ethics and morality take up much of the time devoted to this subject, but we also teach Bible stories, deal with the lives of saints, Christian anniversaries and festivals, and appropriately with other faiths. Our libraries have a number of books for children to use in extending their interests.

Parents wishing to withdraw children from religious education and acts of worship may do so. Please contact the Headteacher.

Sister Pam from St Peter's CE Church leads assemblies and works in class with teachers and pupils.

End of term services are held at St Peter's church. Parents are encouraged to join us at these services

Communication with Parents

We try to ensure parents are kept up to date with how their child is doing in school through a variety of ways:

- Open door policy - staff are available on the yard at the start and end of the day
 - School App - this can be downloaded free of charge on app sites by typing in Zetland Primary: it contains our calendar, newsletters, messages from school
- School website
- Newletters
- Parents consultations which are held 3 times per year and a written report is provided in the Summer Term.
- Structured Conversations are provided to support pupils with Special Educational Needs

Charities

We feel that it is important for children to be involved in raising money for appropriate local,

national and international charities. Wherever possible pupils will be involved in the organisation of fund raising - usually through the School Council.

Complaints

The aims are

- to ensure that all complaints are investigated quickly, efficiently, fully and fairly
- that all aspects of each case are given proper consideration
- that provision is made for any necessary changes

In line with LA recommendations, Zetland school complaints procedure is set out in a booklet and is available on request from the office or on our web site.

Dinner Money

It is collected on Monday, put in a lunch money envelope (available from the office) labelled with the name of your child, their class and any other necessary details.

Dinner arrangements should cover the whole week ~ should you wish to change arrangements, please let us know

Educational Visits

We make local day visits to places of interest, which support the curriculum. For older pupils, we offer extended visits for example London and France. We make visits an integral part of the work being undertaken. We keep costs to a minimum to make them widely available and seek to give value for money. Most visits are subsidised by school. They are self-financing that is, unless sufficient voluntary contributions are paid the visit will not run. We are grateful to make use of parental help to provide additional supervision and assistance. School reserves the right, if children misbehave, not to allow them to attend a visit or activity. Other arrangements are made for these children. A signed parental permission form is required for all school visits.

Emergencies and First Aid:

In the event of any injuries staff will care for and administer basic first aid immediately and seek further advice if necessary. All teaching staff and teaching assistants have accredited first aid training and qualifications.

Minor scrapes may be treated, but if a child has an accident or is ill, every effort is made to contact the parents so that the child can be collected, taken home, to the doctor or hospital. **Please inform school, immediately, of any changes to details regarding address changes, telephone number changes etc.**

If medical attention is urgently needed, the emergency services will be called and parents informed immediately. A member of staff, usually the Headteacher will accompany any child who needs to be taken to hospital by ambulance in the event that a parent or other nominated person cannot be contacted in time. It is important to note that unless a condition is considered by hospital staff to be life threatening, no operation requiring parental consent will be given unless a parent is there to give consent. A teacher cannot give consent therefore it is important that we have your support in providing us with written updates on your contacts for school to be able to find parents/nominated people quickly in an emergency.

Extra Curricular Activities

A number of after school clubs are run by teachers or outside agencies. These include, Arts and Crafts, Gymnastics, Homework and various sporting activities. The range of activities may change from year to year.

Equal Opportunities/Racial Equality and Cultural Diversity

The school has a policy for Equal Opportunities and for Racial Equality and Cultural Diversity. These are available to view on request.

Friends of Zetland

Overview

"Friends" is the school parent and teachers association group (PTA) for Zetland Primary. Friends is a small, friendly group that meets once every half term to discuss any fundraising events that would be suitable to be held in school. All proceeds from events held are used to pay for additional equipment, resources or activities which will be of benefit to the children in school.

How can I join?

If you are interested in joining please either contact one of the committee members or just pop along to the next meeting. The date of the next meeting is displayed around school, available on the Friends of Zetland Facebook Page and sent out on our mobile phone app. The group always welcomes new members.

Committee Members

Chairperson - Sharon Young

Vice Chair- Sharon O'Connor

Secretary- Louise Moses

Treasurer- Theresa Barnes

Examples of Events Held

We have held:

- Bingo nights
- Pamper evenings
- "Sleepovers" for Key Stage 2 children
- Summer and Christmas Fayres

Health and Medication

The school nurse periodically checks eyesight, hearing and measures height and weight of younger children. Contact with the home is made directly by the school nurse if any problem arises. The school nurse will advise parents on medical issues on request. Please contact school for further details.

Dental inspections are made and prior notice is given to parents.

Children who are ill must not come to school. Medication can only be administered by our staff to pupils if it is prescription and a form must be completed at the office. Children must not bring non prescribed medication such as Calpol and cough sweets into school.

If your child has a respiratory condition requiring an inhaler, please contact us so that we can provide you with the school's policy on asthma which is in line with Health Authority recommendations. Children should always have their inhaler in school at all times.

Health & Safety/Drugs Education

These issues often arise naturally from everyday life at school for example - "Healthy Eating", personal safety including "stranger danger", water safety, beach and railways as we are close to both. We make a particular study of 'Good Health' as part of Science covering exercise, nutrition and growth, avoidance of smoking and substance abuse.

The school's drugs policy includes details of drugs education within the curriculum as well as how the school deals with any drug related incidents.

Sex education is part of the science curriculum.

Y6 pupils receive tuition in Hygiene and Puberty. This is delivered by the School Nursing Team and class teacher, usually in the form of a video followed by Q&A. Parents are given the opportunity to view the video and may withdraw their child from these sessions if they wish

Home school Agreement

We kindly ask parents and children to sign our Home school agreement upon joining Zetland. It has been written by School Council and aims to inform parents and children as to the general expectations we have in school.

Homework

A variety of homework is set and parents can help by providing a quiet area at home and showing an interest in what is being done. We ask that parents ensure that school materials are treated with proper care and that those lost or damaged are replaced.

Reading - **all children are expected to read each night**. They should bring home their reading book and reading diary. Parents are asked to listen to children read and to record and comment in the reading record.

Spellings - classes will be given spellings to learn, usually on a weekly basis.

Maths and Tables - children will be given specific maths work and given times tables to learn.

Other homework - children may be asked to complete work, to discover facts or to visit the library. Homework for children will increase as they move through the year groups.

Inclusion

Zetland is an inclusive school and as such adheres to the Disability Discrimination Act 1995 and has a disability equality scheme. Children with disabilities are admitted to school through normal school procedures. In conjunction with the LA we will try to accommodate all requests concerning pupils with specific needs. We have disabled toilets and ramps at main entrances and exits to allow access to the school. Our accessibility plan is detailed and we regularly review our provision for disabled pupils and adults and act appropriately to their needs.

Infectious Diseases

Children suffering from one of the illnesses listed below should be kept at home for the period recommended by their doctor and/or the School Nursing Team. Recovery sometimes takes longer than that stated but occasionally the doctor may consider a child fit to return to school before the recommended exclusion period has passed

Jewellery

In the interests of safety, the wearing of any jewellery with the exception of stud earrings is not allowed ~ **no bracelets, rings or necklaces are to be worn**. Small stud earrings are permitted but please be aware that during any Physical Education or movement lesson it is LA policy that children must not wear any jewellery and stud earrings must be removed for that session. Watches are permitted but must be removed for PE sessions.

If you allow your child to have his/her ears pierced, please do so at the start of the six weeks' holiday so that ears are healed before the next term begins.

Lost Property

School will not accept responsibility for loss or damage to personal property - clothes, own

equipment, pens, calculators, toys, money, watches, jewellery etc. Bringing unnecessary property is strongly discouraged. Essential money should be given to a teacher at the start of the day. **All clothing should be marked with the owner's name.**

Lost Property is in a wheelie box in the main hall. It is displayed to children termly or more frequently if the amount becomes significant. Parents who think their children's items have gone missing are asked to call in via the school office to check. The lost property box is cleared and the contents sent to a charity shop once a term.

Lunches

Our school lunches are lovely! Hot school lunches are available to all pupils should they wish to take them. Parents who are in receipt of some benefits are entitled to free school meals for their children. Pupils are not aware who has paid and who has free meals. Please contact Mrs Barnes if you think that you may be entitled to receive free meals. Pupils may also bring a packed lunch in a suitable labelled container. As a school we achieved Healthy Schools status, we ask that parents continue to bear in mind that children should have a balanced diet and not a packed lunch consisting of crisps, sweets and chocolate. **Fizzy drinks are not allowed.** Water and beakers are available for packed lunch children as well as those having a cooked meal. Parents are encouraged to try a school lunch with their children prior to entering full time education.

Mobile Phones

The use of mobile phones in school is not permitted. If, for any reason a child brings a mobile to school e.g. as a means of contacting family for after school arrangements, the phone must be handed into the office or class teacher for safe keeping and will be kept switched off for the duration of the school day. If there is a need to contact your child to let them know of a change of arrangements e.g. for pick up after school, please telephone the school office who will relay the message to the teacher.

New starters

We have a waiting list for parents who wish their child to attend the school as they approach the age of entry. We recommend that you contact the school when your child is approaching 2 years old.

All parents and new starters are invited into school into the Nursery (FS 1) area in particular for an introductory visit in the term before they start school.

On those occasions children have the opportunity to feel comfortable together, whilst the Head Teacher and staff have a chance to talk to parents on their own about their children and the school.

To offer our 'new starters' the best possible start, we review Foundation Stage provision each year, seeking to match the needs and the number of children being admitted with favourable staffing ration, best use of available space and access to their own playground facilities.

Our reception children (FS2) start school in the September of the school year in which they will be five. We are especially keen that our reception children settle in happily, as a happy child is a child who will learn all the more quickly.

Meetings for these children and those moving into Key Stage 1 and Year 1 also happen in the summer term.

Opening Hours

For Key Stages 1 and 2:

Morning Session	8.45 a.m. - 12.15 p.m.
Afternoon Session	1.15 p.m. - 3.15 p.m.

For Foundation Stage

(N and R)

Morning Session 8.45 a.m. - 11.45 a.m.
(8.45 a.m. - 12.15 for R)

Afternoon Session 12.30p.m. - 3.30 p.m.
(1.15 p.m. - 3.154 p.m. for R)

A teacher is on duty from 8.40am to supervise the children on the yard. Supervisory assistants are responsible for the children during lunchtime. Children should not arrive at school earlier than ten minutes before bell time, that is 8.35am. No undertaking is given to allow any child into the building before 8.40am whatever the weather as staff are involved in the daily staff briefing.

At 3.15pm children are dismissed from their classroom to go straight home. As much notice as possible is given of any changes to after school activities.

School hours will not be altered without prior notice to parents, in writing, except in the event of an emergency necessitating closure of the premises, when local radio, public notices, telephone contact and verbal messages from staff will be used.

Parents please note that in emergencies concerned with safety or good order, for example, hazards from local industry, threats of violence or abuse from undesirable intruders, all or some children may be kept in until it is safe to let them out. An explanation of any action of this sort will be given as soon as is practicable.

Parents as partners

Your child's education began at birth, listening, looking, walking, talking.

Everything's exciting: new experiences inside and outside the home promote curiosity and lively interest, caring and sharing ideas. All these experiences contribute to making your child unique and will continue to influence your child's development alongside the school curriculum. We hope that we can work with you, as an encouraging and supportive team, for the good of your child.

Your child's achievements need to be monitored carefully, progress being reviewed and extended through regular meetings between parent and teacher as children move up through the school. In this way we look for awareness on all sides of a child's achievements and areas of developments where extra effort may be needed.

You can be closely involved with the assessment of your child's progress from their earliest days in school, sharing with us what you know about your child. Then we can welcome their individuality and provide for their needs in the best possible way right from the beginning.

Pastoral Care

Our aim is to ensure that children feel happy and secure in school and are therefore more likely to achieve their full potential. As well as dealing with possible problems on a day to day basis, teaching teams meet regularly to discuss the well being of children within the care of the teachers in the team. Problems are addressed and appropriate strategies are put into place. Parents are invited into school to discuss areas which we feel may be of importance. Parents are also encouraged to contact school if they feel that anything is adversely affecting their child's happiness and well-being.

Parents wishing to see teachers please note that it is not usually possible to speak to teachers during teaching time.

When a parent wishes to see a teacher at the beginning or end of the day they should always.

- be aware that teachers will not be able to discuss any matters with parents at the end of

the day until all other children in their care have been collected.

- be sensitive to the need of teachers in the course of duty to deal with all children for whom they are professionally responsible at these times.
- discuss only routine brief matters, longer difficult issues require an appointment which the teacher will gladly make.
- be aware that a teacher may need to attend an important meeting at the end of the school day and may not be able to see you immediately.

We have a Home-School Agreement which is sent out to new pupils in September. We ask parents and pupils to sign the agreement and return one copy to school.

Rules in School

We feel that our school aims will be better achieved if there is good conduct and acceptable behaviour. Rules are kept to a minimum and are agreed between children and teachers: they are largely connected with preventing accidents and anti-social behaviour. Our motto is "Kind hands, kind mouth, kind feet". For children whose behaviour is unacceptable there is a firm response or withdrawal of privileges. If there are problems, we will discuss them with you in expectation of your help, support and co-operation.

If difficulties of any sort arise that home and school cannot solve, then together we seek help from special needs support services which provide advice and support and if necessary, extra resources.

We want to help our children become a responsible part of the community and we have high expectations of their behaviour.

We have a school policy to define our approach and are keen that parents share in this.

Safety First

In addition, because we value the safety and security of the children entrusted to our care, we ask parents to support the following provision we have in place to protect them:

- Access doors and the school gates are closed and locked by 9 a.m. The doors can be opened from the inside but key codes are needed to gain access from the outside and procedures are understood and carefully followed by children and adults alike.
- After the school day has begun and doors are closed, children and parents arriving thereafter need to call at the main office to ensure that registers are complete and all children are accounted for.
- At any time after 8.55 a.m. parents calling at school for any reason must first call at the main office.
- Please be aware that parking is also a problem, there is no dropping off area and vision limited. May we ask to be particularly careful and park as far from the school premises and entrance as possible, to ensure your child's safety ~ we encourage pupils to walk to school if at all possible.

Children should always know if they are to be collected at the end of the day by an adult and which adult it should be. If parents are delayed at the end of the day, a system is in place where children will go to the main office to await their arrival.

Settling in

Finding your way around can be daunting for new little people. We try and make them feel as confident as possible and support your child as much as we can. Fitting in to school is a big step and little things are large and important to your child. Can you help? **Please clearly mark your child's name on clothing, book bags and lunch boxes.** Please put your child in clothing that he or she can manage. Difficult belts, laces etc can lead to children becoming distressed and also

cause delay during PE lessons. Children settle happily into school if they can cope with their clothes!

We have found old shirts or blouses very useful to protect the children's clothes when they are gluing and painting etc. If you can give your child an old shirt we can use it in school.

Whilst most children can cope with their own toilet needs, could you please make sure that your child can ask when they need to visit the toilet so that any distress is avoided.

Please see Appendix 1 for further help and advice on being a new starter.

Swimming

Swimming is an essential part of the PE Curriculum and usually takes place for pupils at upper Key Stage 1 or lower Key Stage 2. Pupils travel by coach to Redcar Leisure Centre.

Swimming Kit

Girls - a one-piece costume. A bikini is not suitable.

Boys - trunks. Football shorts or cut-offs are not suitable.

All children need a towel and comb (no goggles allowed). Boys and girls with long hair need a bathing cap. For safety, no jewellery may be worn during swimming lessons. For hygiene, and to avoid forgetting to have underwear, children must not arrive at school wearing their costume or trunks under their school clothes.

Uniform and PE kit:

We encourage children to be clean and tidy, of smart appearance and to wear the proper school uniform at all times when involved in school activities.

Children feel they belong at school because they dress similarly to their classmates both in class and during an out-of-school activity. Wearing uniform prevents clothing becoming the focus of unkind comparisons based on cost and fashion.

Children should wear the school uniform, which is practical and inexpensive. It helps to give a child a sense of pride in belonging to a special organisation and helps to avoid arguments about wearing the latest expensive and inappropriate fashions to school. Shoes should be flat and preferably black.

School uniform is as follows:

- ✓ Sky blue polo shirt
- ✓ Maroon sweatshirt
- ✓ Grey or black trousers, shorts, skirts and pinafores
- ✓ Gingham dresses in blue or red

Polo shirts, sweatshirts and PE kits and School Bags with the school logo and your child's initials embroidered on are available from "Quick a Stitch" in Redcar.

PE Kit is as follows:

- ✓ White polo -shirt (embroidered free of charge at "Quick a Stitch")
- ✓ Maroon shorts
- ✓ Jumper or track suit top for outdoor activities in cold weather
- ✓ Sensible PE trainers for outdoor activities (i.e. not those worn for normal school wear)
- ✓ Optional draw string bag (embroidered free of charge at "Quick a Stitch")

The PE kit must be kept in a named bag small enough to be kept tidily in the cloakroom. Children should bring PE Kit to school on Mondays and take it home on Fridays for washing. Because of hygiene and safety children without correct PE kit will not do PE.

Pupils must be suitably dressed for school whether or not they are strictly in uniform, having regard to season, weather, activity of the day (for example school visits), modesty, comfort and safety. Clothing is unsuitable if it is easily torn, highly decorated or very bright. Clothing is unsuitable if the garment has no sleeves, leaves the midriff uncovered or is very tight fitting.

All clothing must be marked with the child's name. We do collect several items of lost property over the school terms ~ so do come and ask if something is missing!

Footwear

Pupils must have footwear that is comfortable, flat and sensible and in reasonable repair and suitable for the season, for example wellingtons for playing in the snow, warm boots or shoes on cold days and lighter weight shoes in summer. Boots are not suitable for all day wear in school because they can cause feet to overheat. Unsuitable footwear includes shoes with very thick soles or high heels that prevent ordinary running and shoes with difficult laces.

The school has no objections to the wearing of trainers.

Safeguarding (Please also refer to our website and Safeguarding Leaflet)

Our priority at Zetland is ensuring that our children are safe and their needs are met. We have robust safeguarding systems which are managed by our Safeguarding Team and reviewed on a regular basis by a Safeguarding Consultant. If you are concerned by any issues at all regarding the wellbeing of your child or another child in school, then please contact the school and ask for:

Designated Safeguarding Lead (DSL which is the Head teacher) Mr English

Deputy Designated Safeguarding Lead (DDSL) Mr Richardson

Deputy Designated Safeguarding Lead (DDSL) Miss Clarkson

Designated Safeguarding Governor, Mrs Surtees

Other helpful links are provided below:

www.childline.org.uk/

www.cleveland.police.uk/

www.redcar-cleveland.gov.uk/

www.gov.uk/government/.../keeping-children-safe-in-education- (2016)

www.gov.uk/.../protecting-children-from-radicalisation-

Contact phone numbers:

Zetland Primary School 01642 880568

Redcar and Cleveland Social Services 01642 771500

Special Educational Needs

We monitor pupils' progress closely. A half-termly meeting is held where teachers consider the needs of all pupils having, or potentially having, special educational needs. Parents are invited termly to discuss their child's progress through a Structured Conversation, which aims to ensure that together we work in partnership to achieve the best possible provision for meet your child's needs. Special resources, for example, games and ICT equipment is used where necessary. Where appropriate, outside agencies such as Behaviour Support Teachers and the Educational Psychologist will visit the school to support pupils needing extra provision. Where the Local Education Authority has accepted responsibility for the provision of extra facilities for a pupil on the grounds of Special Educational Needs the pupil has an Educational Health Care Plan.

The school has a designated co-ordinator for Special Educational Needs and who may be contacted via their child's class teacher if parents have any concerns regarding special needs.

Transfer to Secondary School

Parents are invited to state their preference of comprehensive school for their children. Depending on where they live *most* children are allocated a place to go to Ryehills School. Some children are allocated other schools. The Authority's booklet on Secondary Education and the appropriate form are sent to the parents of children due to transfer to comprehensive school well in advance of transfer.

Visits to the comprehensive schools by parents and children are encouraged. In the summer term before transfer, activities are arranged involving teachers and pupils of the comprehensive schools with primary children who will transfer to their school in that Autumn term.

Every effort is made to ensure continuity of education on transfer.

Notification of the child's placement is normally made during the April of the child's final year in Zetland Primary School. As required by law, the Authority runs a full appeals procedure.

Please note that the Primary School has no involvement nor influence on the allocation of Secondary School placements.

Volunteer Helpers

We are very grateful to have parent visitors regularly in school to help many educational activities. As part of the Government's safeguarding children protocol, all volunteers will be asked to apply for or demonstrate DBS (enhanced) disclosure clearance. This is now a pre-requisite of all schools. Please talk to either your child's class teacher or the head teacher if you can offer help or support in school.

A number of parents have also trained as Better Reading Partners and work regularly with children in school. Please contact us if you wish to know more about this project.

Further Information about the School

Information about the school is available to parents and others on request to the School.

Documents available include Governors Policies for the School, Schemes of Work, Syllabuses, National Curriculum Information, The School Prospectus, The School Profile (also available online), Inspection reports about the school, DSCF Circulars, copies of Statutory Instruments (where available), the document containing information about the performance of schools in the area, a note of the School's admission Zone and the LA's procedure of parents' complaints about the curriculum. Published Minutes of Governors' Meetings are also available. A charge will be made for personal copies to be taken away.

Help us to Help you!

Thank you for taking time to read through our prospectus.

If you think there is anything that has been omitted or have any comments or queries, please feel free to contact school.

Appendix 1

Working Together ~ Advice for New Starters

How to prepare your child for school

Encourage your child to:

- Talk about school as a happy place
(An unhappy child never works well so we want everyone to be happy).
- Play with other children
- Think and act for him/herself
- Speak distinctly
- Listen when other people are speaking

Some practical ways in which you can help

Encourage your child to:

- Use the toilet properly and wash and dry hands
- Use a tissue
- Put away toys
- Hang up his/her clothes
- Dress him/herself. Put names on clothing ~ this helps if things are mislaid!

How you can help with school work

The greatest need is communication. We want to be able to communicate with your child and we want him/her to be able to communicate with us. Please spend ten minutes every day talking to your child and let him/her talk to you. Please answer questions simply and honestly ~ this is the way he/she begins to acquire knowledge. Look at books and pictures with your child and tell or read stories.

Help him/her to sing Nursery Rhymes. Help your child recognise colours and count (up to five). See if he/she can recognise different groups of objects e.g. 3 buttons, 4 buttons. Let your child use pencils, crayons and paints. Encourage drawings of family. Using scissors is hard ~ he/she will need lots of encouragement! If you want him/her to write letters, please come and see what letters we use. If you can only do one of these then PLEASE TALK TO YOUR CHILD AND LET THEM TALK TO YOU EVERYDAY.

Prepared for School?

How can you help your child:-

- | | |
|----------------------------------|------------------------------------|
| * put on coat/socks/shoes | * do up buttons |
| * wipe his/her own bottom | * wipe his/her own nose |
| * wash his/her hands | * eat with a fork |
| * tidy up his/her things | * share his/her own things |
| * speak clearly without shouting | * ask questions |
| * describe experiences | * sing songs/recite nursery rhymes |
| * name colours | * tell stories |
| * spot details | * copy simple shapes |
| * count objects | * do simple jigsaws |
| * listen attentively | * hold and use a pencil |