

# Overthorpe CE (C) School and Children's Centre



## School Prospectus 2011/2012

We intend to be a happy,  
caring and safe school in  
which every child has the  
opportunity to develop to their  
full potential and become  
good citizens

Overthorpe CE (C) School and Children's centre  
Prospectus for the year commencing 2/9/11



Choosing the right school for your child is a very important decision. Parents considering our school are most welcome to visit. Please telephone and make and appointment for this.

Requests for admission are best made in person to the school when the procedure can be explained to you

At Overthorpe, we always like to give you a warm welcome. We hope you find the information in this prospectus helps give you a clearer picture of our school and the things that we are proud of.

Unstinting respect and value for each individual pupil are at the core of the schools character

**OFSTED Report 2010**

Pupils are well behaved, very polite and confident because they are respected and valued as individuals

**OFSTED Report 2010**



## HEAD'S MESSAGE

### A Message from Mrs Walker

2009/10 has been a very successful year for our school on many levels. We were awarded Artsmark Gold and received Yorkshire in Bloom Gold and the Judges' Discretionary Award for learning outside the classroom in September this year.

Our Ofsted report described us as a "Rapidly improving school" We were found to be Outstanding in Early Years and Outstanding in spiritual, moral and cultural provision.

We now can prove good to outstanding progress throughout our school and we are working hard to improve still further over the next year.

We are proud of our excellence and enjoyment curriculum. Ours is an inclusive school where every child really does matter. Through after school activities we offer Morris and ballroom dancing, rugby, football, choir and percussion group.

There is on-site provision for breakfast and after school care. We work closely in partnership with parents and offer an opportunity for parents to drop in for coffee and a chat on a weekly basis.

Our governors are very involved in the life of our school and give loyal support to children and staff.

I do hope that when you visit our school you will enjoy the family ethos , the sense of purpose and the shared belief that we are a happy, caring and safe school.

# MEET THE STAFF

Mrs Walker Head teacher  
Mrs Senior Deputy Head / Key Stage 2 Leader / Marvellous Moles class teacher (Year 6)

## Teachers

Mrs Nadine Symes Key Stage 1 leader  
Mrs Murphy Acting Key Stage 1 Leader / Outstanding Otters class teacher (Year 2/3)  
Mrs Sharpe Acting Foundation Stage Leader / Super Squirrels class teacher (Early Years)  
Mrs Allott SENCO / Inclusion Leader / Wonderful Weasels class teacher (Year 1)  
Mr Waltham Excellence and Enjoyment Leader  
Mr Stone Every Child Matters Leader / Brilliant Badgers class teacher (Year 5/6)  
Mrs Flaherty Daring Deer class teacher (Year 4/5)  
Miss Thorpe Fantastic Foxes class teacher (Year 3/4)  
Mrs Washington Happy Hedgehogs class teacher (Year 1/2)  
Mrs Shaw Super Squirrels class teacher (Early Years)  
Mrs Anita Wall Super Squirrels class teacher (Early Years)  
Mr Booth Marvellous Moles / Outstanding Otters teacher (Year 2/3; Year 6)  
Miss Juan French teacher  
Miss Pons French teacher in residence

## Support Staff

Mrs Duffy School Administrator  
Mrs Lodge Bursar  
Miss Parker Administrative Assistant / Fantastic Foxes ETA  
Mrs Whitworth Learning Mentor

Mrs Wilson Lead ETA / Outstanding Otters ETA  
Mrs Moorhouse SENCO / Inclusion Mentor  
Mrs Booth Excellence and Enjoyment Mentor / Brilliant Badgers ETA  
Mrs Bradford Every Child Matters Mentor / Happy Hedgehogs ETA  
Mrs Driver Transition Mentor / Marvellous Moles ETA  
Mr McGuire Marvellous Moles ETA  
Mrs Gibson Daring Deer ETA  
Mrs Ramsden Daring Deer ETA  
Mr Whitelock Fantastic Foxes ETA  
Mrs Whitaker Wonderful Weasels ETA  
Mrs Loney Super Squirrels ETA  
Mrs Payne Super Squirrels ETA  
Mrs Knight Super Squirrels ETA  
Mrs Johnson Super Squirrels ETA

Mr Duffy Site Premises Manager

Doug Baker Outdoor Learning Mentor  
Lucy Bergman Inside Me Mentor

# SCHOOL CLUBS

We aim to promote a positive attitude towards sport and physical activity, and to nurture a sportsmanlike approach.



We also provide musical and other activities after school. There are a variety of after school activities, which are on offer at various times throughout the year. On a number of occasions, during the school year, some extra curricular activities are arranged in conjunction with the Community Science College @

Thornhill.

School teams play in tournaments and rallies with other schools in the Sports Partnership

## Key Stage 2 (Years 3-6) 2010 - 2011 include...

Key Stage 2 Choir

Percussion Group

Tatters - Overthorpe Fireflies

Ballroom Dancing

Football

Drama



## ...and in Key Stage 1 (Years 1-2)...

Tiny Tatters

Go Green Club

Ballroom Dancing



## **Governing Body**

The following are members of the School Governing Body as at September 2010.

### **Name and Appointment**

Ms A Day Community  
Mrs D Goodwin Foundation  
Mrs H E Armitage Foundation  
Mrs H M Collins Foundation  
Headteacher Staff Ex-Officio  
Mr B Pearson (Chair) LA  
Mr C Brown (Vice Chair) Parent  
Mrs S Henderson Parent  
Mrs R Roy Parent  
Ms J Lambert-Spencer Parent  
Mrs K Wilson Staff (Support)  
Mr J Stone Staff (Teacher)  
Mrs P Allott Staff (Teacher)

The Chair of the Governing Body can be contacted at the school address.  
The Clerk to the Governors is:

Alison O'Sullivan  
Children & Young People Service  
Governors Section  
Deighton Centre  
Deighton Road  
Deighton  
Huddersfield  
HD2 1JP

*Governors period of office is 4 years.*

*Whenever a vacancy occurs for a Parent Governor the Headteacher will send a written notice of the election in a letter to be taken home by pupils.*

# ABOUT US

## Coming to school, Access and Security

Many of our children will be brought to school and collected from school by their parents or other responsible adults. The very youngest foundation stage children, especially in their early days in school, may need support in the cloakroom and into the classroom. For the other children in the interests of developing their independence and self managing skills, it is best for parents to just see their child into school from the playground, and not to take them right into school.

The same applies at the end of the day, where it is most helpful if parents wait outside for their children to come out of school. The obvious exceptions to this are if the parent urgently needs to speak to the teacher either before or after school.



It is best if the contact with the teacher when the children come in, in the morning is brief, as it is important to get lessons underway as soon as possible. However staff are available at the end of the day (*except Monday, staff meeting day*).

Once the day is underway the external doors and gates are locked for safety and security reasons, anyone arriving late or visiting should come to the main entrance where access control systems are in place.

The car park gates are locked at the beginning and end of the school day, as it becomes very busy and dangerous. This is due to the volume of traffic, deliveries and support staff arriving and leaving. Collecting a child early or bringing a child to school after a dental or medical appointment is different and you are welcome to come in to the car park at that time.

Parents are also requested not to bring dogs onto the school premises when bringing or collecting their children.

Parents are thanked for their co-operation in the above which contributes greatly to the safety and security of your children.



### School Organisation

The children are allocated to classes according to their ages or specific need.

Some classes may comprise of children of just one age group and some may comprise of children from two year groups. Whatever class your child is in they will be taught according to their stage of development and work will be planned to meet their needs.



Nursery and Reception class are together known as The Early Years Unit (Foundation Stage).

Children in Year 1 and Year 2 are known as Key Stage 1.

Children in Years 3,4,5 and 6 are known as Key Stage 2.

In main school, the day starts with a bell at 8.55am ready to bring the children into school for 9 o'clock. The morning session ends for lunch at 12.15pm and the afternoon session starts at 1.15pm. The children go home at 3.30pm.

Punctuality and good attendance are vital for a child to thrive and make progress in school.



If your child is ill and therefore unable to attend it is important to either ring the school on the first day of absence before 10.00am or bring a note on the first day back after absence.

Parents are discouraged from taking children out of school for holidays in term time, because this is very disruptive of the child's education in terms of the work missed. If this is unavoidable parents should write to the head teacher asking for

permission.

If your child is unavoidably late or arrives after a medical appointment they should enter the school by the main entrance and report to the school secretary so the register can be updated and appropriate arrangements made for lunch. (School lunches need to be booked by 10.30am)

### **Nursery Session Times**

Nursery age children attend part time either mornings or afternoons for a session of 3 hours duration.

Currently the times are as follows:-

Children attending morning Nursery 8.45 - 11.45pm

Children attending afternoon Nursery 12.45 - 3.45pm

In order to register for a Nursery place please contact the Nursery Teacher either in person or by telephone on 01924 325300.

Prospective parents wishing to visit the school are most welcome to do so.

They should ring the school to arrange an appointment.

For information regard registering your child for school please contact:

Children and Young People Service

School Admissions

Ground Floor

Civic Centre 1 North

High Street

Huddersfield

HD1 2NF

Telephone 01484 225007/8/9



# BEHAVIOUR

## **Behaviour and Discipline**

The aim of our Behaviour Policy is:-

To encourage self discipline and appropriate behaviour, and develop respect for ourselves, each other, the wider community and the environment.

We have a clear behaviour code and children are helped to learn what constitutes acceptable and unacceptable behaviour. Parents are asked to support this as outlined in the Home School Agreement. With good cooperation from parents we are able to overcome most difficulties.

The main emphasis in our behaviour policy is on rewarding good behaviour, attitude, and work ethic. Each class in school has its own individual system of rewarding children for showing positive behaviour.

## **What We Mean By Good Behaviour**

Good behaviour means that everyone in school tries to be:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Calm and hardworking

These expectations of behaviour with clearly taught sets of instructions apply to every area of the school. They are explained, encouraged, modelled and taught in all school activities.

## **The Benefits of Good Behaviour**

We believe that, because we value good behaviour:

**CHILDREN -**

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their school work

**TEACHERS** are more able to -

- teach effectively with fewer behaviour problems
- meet the needs of all pupils
- make positive contacts with parents
- develop personally and professionally



#### PARENTS/CARERS -

- feel more confident that their children are growing personally, socially and academically
- feel more confident that their children will receive support
- feel welcome in school because of the positive atmosphere

#### Encouraging Good Behaviour

A set of clear, positive classroom rules are agreed with the children at the start of each school year. These are then displayed in the classroom and revisited as and when appropriate. Rules which encourage positive behaviour are displayed around school. We believe that good behaviour should be recognised and rewarded.



#### Key Stage 2 - Rewards

- Individuals/class are awarded marbles for following the school/class rules, these are then totalled at the end of 5 days (allowing classes to run Golden Time at a time in the week which fits their timetable).

**Each marble collected represents one minute of Golden Time.**

- **The whole class** then receives the same

amount of Golden Time.

- Marbles can be taken out of the marble jar for inappropriate behaviour - discussion takes place with the class, as to why this has happened.

#### Recognition of Achievement

Achievement assemblies are held once a week to celebrate good work, extra effort and commitment, positive attitude and behaviour

#### Stopping Inappropriate Behaviour

Occasionally, children may forget our aims for good behaviour. We will try to stop this happening by the use of low-key cues, e.g., use of child's name, a look, standing near to a child, tactical ignoring followed by praise, etc.

Sometimes it may be necessary to deal with persistent misbehaviour through a set of clearly defined, stepped consequences. These will be fairly and consistently applied when rules are broken:

### **Key Stage 1**

- Two verbal warnings
  - The second verbal warning results in child's name being placed on the whiteboard
  - A third warning results in a tick being placed next to the name
  - A fourth warning results in a second tick and a missed playtime follows.
- Warnings are cancelled at the start of every lesson.

### **Key Stage 2 - Sanctions**

- One verbal warning
  - Next warning results in name on board
  - Third warning results in tick next to name on board - 1st Red card issued
  - Fourth warning results in 2nd Red card issued - child sent to either HT or DHT
  - Final warning results in 3rd Red card issued - phone call home/possible short term exclusion
- Children with behaviour plans work under individual behaviour management strategies, rewards and consequence systems.



### **KS1 and KS2**

The parents of children whose behaviour is of particular concern are contacted by the school in order to agree a strategy for improvement.

### **Persistent Poor Behaviour**

This may lead to a pupil being placed on the SEN register. An individual behaviour plan would then be devised. This would be discussed and agreed with the parent.

Sanctions used for behaviour falling below an acceptable standard range from verbal warnings, isolation within the classroom, being sent to another classroom, teacher or headteacher, loss of breaktime or lunchtime, through to parent being informed and/or being invited in to school, and the most serious persistent and serious poor behaviour can result in exclusion.

A red and yellow card system operates as part of our sanctions. A copy of our behaviour policy is available from the school office

### **Exclusion**

In very rare cases, it may be necessary to exclude a child from school. This is only done after careful consideration and special arrangements would be made for the reintegration of the child and a pastoral support plan put in place.

### **Lunchtimes**

Lunchtime rewards reflect current positive behaviour strategies used in lesson time.



### **Bullying**

All schools do from time to time have incidents which can be described as bullying. This can be incidents such as repeated name calling, verbal abuse or physical incidents which fall outside the normal sort of disagreement children may have from time to time. Such incidents are taken seriously and acted upon. The perpetrators are spoken to, they apologise and acknowledge what has happened and where appropriate parents are informed. It is important to impress on the children who may be victims that they should let an adult know what is happening to them. Any racist or homophobic bullying is logged and the Local Authority may be involved.

#### **Restorative Questions 1**

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen to make things right?

#### **Restorative Questions 2**

What did you think when you realised what had happened?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

### **Emergencies**

In the event of a serious emergency: A red triangle must be sent to the main office which will result in the Headteacher or Senior Manager attending the scene to support.

# HOMWORK HELP

## Homework



Homework although not a compulsory activity does play an important part in your child's learning. It is an opportunity to further practise skills learned in class and to help to develop good working habits.

Parents are asked to support and encourage their children in the completion of homework as agreed in the Home/School Agreement.

All children are encouraged to take home a book to read.

Homework activities will increase in time and complexity as the children get older.

The children in Key Stage 2 have homework diaries which parents are asked to check and sign. The children in these year groups will be very strongly encouraged by their teacher to complete homework. This is a good discipline and habit in preparation for High School.

## Being Involved

Parents are always welcome in our school as we believe that regular contact between home and school is very important for the success of your child's education. It is important that your child see that school and parents are working together in their best interest.

A Parents/Carers suggestion box is to be found in the entrance hall so that you can ask questions or share your ideas/thoughts. Newsletters concerning your child's learning, school activities and fund raising are sent out regularly.

Come and support your child at the half-termly open afternoons and remember to talk to your child about their work and school and to support your child with his/her homework and reading at home.

Please keep us informed of any change of address, phone number or emergency contact numbers.

If you have any personal skills you could share such as knitting, sewing, sports etc do let us know, as we welcome extra adult support in school.

Also please talk to your child's class teacher to let them know of any change in circumstances such as family split, bereavement etc which may affect your child's work or happiness in school.



## SCHOOL VISITS

We are constantly trying to make the learning in our school interesting, relevant and ,above all, exciting for our pupils.

In order to achieve this we do take children on regular school visits. Our past visits have included a mosque visit, Canon Hall farm, and Eden Camp.

Visits are linked to topics being studied in class

In Year 6 we offer the opportunity for all children to experience a residential visit.



The school pays for many activities. However, for certain activities we may ask for a voluntary contribution towards the cost to cover admission prices and coach travel. Some activities may not be able to go ahead if sufficient contributions are not made.



Families experiencing difficulties with the contributions (especially residential) are asked to contact the head teacher. We want to do all we can to ensure that all children benefit from the richness of experience offered by these activities.

## MEDICAL ISSUES

Parents are asked to keep us informed of any medical conditions or illness their child suffers from and may have a bearing on their performance or safety in school.

(See our Medicines in School Policy).

Should your child need to visit the doctor or dentist during school hours, then please inform the school. Please note that when coming into school after an appointment or in the case of late arrival for any other reason, you are asked to report to the main office. Please note that school meals must be ordered before 10.30am.

Dental inspections and medicals are carried out by the School Health Service. You will be notified and invited to be present at medicals. Routine screening 15 of growth, vision and hearing are carried out from time to time. You will not be informed of these beforehand but will be contacted by the School Health Service if they have any concerns.

Children with asthma inhalers need to have these available in the classroom

### **First Aid**

A number of members of staff are holders of the First Aid at Work certificate. In the event of accidents requiring first aid, one of the first aiders will be asked to look at the injury and recommend what kind of treatment is needed or make the decision to contact the parent and/or arrange for emergency treatment by medically qualified persons if the parent cannot be contacted.

Please note the importance of up to date and accurate contact arrangements for this purpose.

## SCHOOL UNIFORM

School uniform is not compulsory but we do like as many children as possible to wear uniform.

The official uniform supplier is Rawcliffes in Dewsbury. They carry the full range of uniform including sweatshirts and polo shirts with the school logo. Rawcliffes will accept Kirklees clothing vouchers. It is, however, fine to buy from any supermarket chain who stock the correct colours.

The uniform colours are navy blue sweatshirts with yellow polo shirts and grey or black skirt/trousers. Girls often wear blue and white striped or checked dresses in summer.

For PE children need shorts and T shirt or leotard. For outdoor PE your child should have some suitable footwear such as trainers.

The children in Year 4 go swimming for one session per week and so the children in Year 4 will need a towel and suitable costume (one piece) on swimming day.

We do not allow children to wear jewellery in school and ask that children with pierced ears wear small studs. No jewellery, including ear rings, is permitted for PE or swimming. We also ask that long hair is tied up for these lessons.

## ATTENDANCE STRATEGY

Our aim is for all children to achieve their full potential in a happy, safe and secure environment.

Children's attendance at school and parents/carers who fully support the school's attendance policy have a positive impact on individual and whole school improvement.

The following strategies are used over the year to support improvement in attendance and attainment:

- Full attendance for a term - a bronze certificate awarded.
- Full attendance for a week - a child receives a raffle ticket. Raffle tickets



drawn every half term for a prize.

- Class of the week announced in assembly and the attendance cup awarded
- Full attendance for two full terms - a silver certificate.
- Full attendance for three terms/full year - a gold certificate and a visit to Charlotte's ice-cream parlour with the Head teacher.

If an absence is due to: a contagious illness or bereavement or recovery after an operation they will not be counted if a Doctor's certificate is produced.

Absence with Head teacher's permission may be granted for up to 10 days per year but will not be granted if they are taken in September/October or March, April/May.

If the attendance of a child falls below 80% during the term or there is a pattern of non-attendance our Educational Social Worker will become involved.

Our Learning Mentor will also make follow-up calls when children have recurring absences.

Parents/Carers can best support our attendance strategy by:

- *Contacting school before 10am on the day of your child's absence. (Otherwise our Learning Mentor will make follow-up calls or visits).*
- *Ensuring holidays are never booked in term time.*
- *Sending in Doctor's notes or hospital letters to explain medical absences.*
- *Informing the school office of all contact numbers used by parents/carers.*

# SEX EDUCATION

The governors have approved the inclusion of sex education as part of the programme for the children in school.

**The objectives of sex education are:**

- To inculcate a healthy and positive attitude about sex and gender issues within a broad and clear, moral framework.
- To introduce and enhance the personal and social skills which children and adults need to make informed decisions.
- To ensure that understanding of sexual facts and issues occur at appropriate times in the children's development.

**The content of Sex Education**

Key Stage 1

Parts of the body, families, making friends, childcare, love and affection, life cycles of frogs and butterflies, seeds, personal safety/being safe, equal opportunities, fairness and justice, tolerance/celebration of differences, respect, decision making skills, communication skills, assertiveness, gender roles.

Key Stage 2

All of the above will be re-visited.

Year 6

Physical changes at puberty, emotional changes at puberty, human pregnancy and birth, marriage, blood borne diseases HIV/AIDS (basic awareness), contraception (basic awareness).

Parents are welcome to see the Sex Education Policy and to view the materials used for teaching.

Parents do have the right to withdraw their child from sex education and are asked to discuss this with the school if they wish to exercise this right.

# SPECIAL NEEDS

We are an inclusive school which works hard to ensure that children with a variety of special needs are properly catered for.

Our Inclusion Leader is Mrs Paula Allott and our Special Needs Governor is Julie Lambert-Spencer.

Children with special needs are taught alongside the other children in the class and have access to an appropriate level of the curriculum. The children may work individually or in a group as appropriate. Children may be withdrawn for individual or group work from time to time. Classroom support or special needs support staff may be used to support

children with special needs as appropriate.

Parents of children with special needs are invited into school each term to review their child's individual plan and to contribute to the drawing up of a new one.



Children with special needs more severe than those which can be met by increased differentiation (work planned by the teacher at an easier level) may be considered for further assessment and a possible statement of Special Education Needs.

This is only undertaken with close co-operation between the school and the

parents.

The process could result in the allocation of extra resources and specialist advice to help to meet the child's needs. Due to reorganisation of the school and the opening of the Children's Centre there is now full provision for wheelchair access throughout the site and meets the requirements of the Disability Discrimination Act.

A booklet about Special Educational Needs is available from the school office.

## SCHOOL DINNERS

A wide choice of nutritious meals is available each day. We have also recently opened a pasta, baked potato bar and pannini bar.

A weekly menu is available from the school office

Special diets (religious or medical) may be catered for by arrangement. School meals are carefully specified avoiding additives and e-numbers. However parents should note that nut traces may be present. If your child has a nut allergy then you do need to inform school.



The current cost of a school meal is £1.80\*. The money should be brought to school on the first day of the week in an envelope or other suitable clearly labelled container.



An alternative to the meal provided by the school is for your child to bring a packed meal from home. This must be a cold meal but can include a soft drink (*not fizzy*) in a small plastic bottle. Water will be provided for those children not bringing their own drink. Please do not send sweets or chocolates into school with your children.

**\* If you think that you may be entitled to free school meals or a clothing allowance for your child then you may either obtain a form from the school office or Dewsbury Town Hall Tel: 01924 326004/5.**

**Completed forms should be returned to the Town Hall, not the school.**

## Milk

Milk is available to pupils in Nursery, Reception, Year 1 and Year 2.  
The cost of milk is £8.00\* for the whole term and is payable in advance the term before.

It is free to all Nursery age children and to those in receipt of free school meals.



\* Price subject to change.

## SATS RESULTS 2009

### Key Stage One

Reading 62% 2b+

Writing 52% 2b+

Mathematics 71% 2b+



### Key Stage Two

English 73% 4+

Mathematics 73% 4+

English and  
Mathematics combined

63% 4+



## COMPLAINTS PROCEDURE

We hope you will be happy with your child's education, but if you have any concerns, your child's class teacher will be happy to see you. If you wish to discuss the matter further or you feel the class teacher is not the appropriate person, then please make an appointment to see the Head teacher.

If you feel the issue has not been resolved then you need to make a representation to the *Governors* and then to the Local Education Authority by writing to:

**Kirklees Metropolitan Council  
Children & Young People Service  
Ground Floor  
Civic Centre 1  
High Street  
Huddersfield  
HD1 2NF**

A copy of our complaints procedure is available from the main office.