

Information for Parents

2009 - 2010

Name of School: Wellgate Primary School

Address: George St
Mapplewell
Barnsley
S75 6HR

Telephone: 01226 383739

Fax: 01226 381228

Website: www.wellgateprimary.com

Headteacher Mrs C. Kirkman

Teaching Staff:

Mrs L .Cole
Miss. K.Mitchell
Mr. G. Arthur
Mr. C. Cookson
Miss R. Prior
Mrs. H. Keightley
Miss. L. Waddington
Miss. J. Holmes
Miss J. Simm
Mrs K. Marsh
Miss .G. Lowe
Mrs. K. Carver
Mrs. H. Baker
Miss. S. Brooks
Mrs. J. Sparham
Mrs R. Hayes

Support Staff:

Mrs. M. Haigh (Bursar)
Mrs T. Turton (Admin Officer)
Mrs. S. Lyman (HLTA)
Mrs. J. Oxley (HLTA)
Miss Laura Milner (Nursery Nurse)

Mrs. M. Roebuck (Senior Learning Assistant)
Mrs. A. Brownhill (Learning Assistant)
Mrs. M. Barker (Learning Assistant)
Mrs. S. Brewis (Learning Assistant)
Mrs. M. Law (Learning Assistant)
Mrs. J. Hanwell (Learning Assistant)
Mrs. L. Dack (Learning Assistant)
Mrs. J. Allott (Learning Assistant)
Mrs. J. Evans (Learning Assistant)
Mrs. D. Ainsworth (Learning Assistant)
Mrs. B. Smith (Learning Assistant)
Mrs. L. Joyner (Learning Assistant)
Mrs. L. Brown (Learning Assistant)
Mrs T. Yates (Learning Assistant)
Mrs J. Wain (Learning Assistant)

Mr. S. Slater (Premises Manager)

Governing Body:

<i>Chairman</i>	Mrs. J. Lowe	LEA
<i>Vice-Chair</i>	Mrs. J. Pollard	LEA
	Mr. K. Summerton	LEA
	Mrs. C. Kirkman	ex-officio
	Mrs. S. Lyman	School Governor
	Mrs. N. Court	Parent Governor
	Mrs. A. Hill	Community
	Mr. C. Lee	Parent Governor
	Mr. J. Widdison	Parent Governor
	Mrs. F. Brown	Community
	Mr. C. Evans	Parent Governor
	Mr. N. Piper	Parent Governor
	Mr. C. Cookson	Teacher Governor
	Mrs. D. Rhodes	Community
	Mrs. G. Wilson	Parent Governor

WELCOME TO WELLGATE PRIMARY SCHOOL

Mrs Kirkman and everyone at Wellgate Primary School extends a very warm welcome to all new staff and children coming to our school, and hope that the time they spend here will be happy and rewarding.

Wellgate Primary School opened in 1999 as a two-form entry school for children aged 5-11 years.

The six infant classes, each with their own or shared carpeted quiet bay, are paired so that individual or group activities can expand into a practical area. Each class base has its own entrance with toilets and cloakroom facilities and is linked to the computer suite. A conservatory joins both reception classes and provides space for play.

The junior block has eight classrooms.

The school has a library and computer suite, which is a superb resource for children and staff.

The school also has two multi-purpose halls, which are fully equipped for Physical Education, with wall bars, climbing frames and ropes.

Dining takes place in both halls, service being by means of heated trolleys from the kitchen adjoining the central area. Please encourage your child to have school dinners. They are of excellent quality and very healthy.

Outside there are large tarmac playgrounds and the rest of the spacious area is grassed. There is a wooded area which is used for learning.

Infant School Sessions:

Morning	8.50 a.m. - 12.00 noon
Mid-morning break	10.30 a.m. - 10.45 a.m.
Afternoon	1.15 p.m. - 3.15 p.m.
Mid-afternoon break	2.15 p.m. - 2.30 p.m.

Junior School Sessions:

Morning	8.50 a.m. - 12.00 noon
Mid-morning break	10.30 a.m. - 10.45 a.m.
Afternoon	1.00 p.m. - 3.20 p.m.
Mid-afternoon break	2.15 p.m. - 2.30 p.m.

The doors are unlocked from 8.40 a.m. each morning. Parents are welcome to come into school and work with their children for about ten minutes. This is not compulsory and we appreciate it is difficult for working parents and parents with toddlers. The junior children may use this time to complete work or to read.

A bell is rung in the Infants at 8.50 a.m. and late marks are given to children arriving 10 minutes after that.

THE AIMS OF OUR SCHOOL

To enable pupils to achieve the highest possible standards and to make good progress in relation to prior learning.

To provide high quality learning and teaching using clear objectives, appropriate methods and resources and planning matched to the differing needs of the pupils.

To provide the pupils with a broad, balanced, creative curriculum which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues.

To enable the pupils to take responsibility for their own learning, to use and apply their developing skills and to work collaboratively.

To enable the pupils to set themselves high standards, to take pride in their work and strive towards their targets.

To provide clear leadership and effective management which takes the school forward in its chosen direction.

To provide high quality safe accommodation and make the best use of the school's resources.

To develop the confidence and self-esteem of every pupil.

To encourage accepted patterns of behaviour, self-discipline and a respect for others and the environment.

To promote an awareness of, and a respect and tolerance for, the cultural and religious diversity of the society in which we live.

To encourage the children to be emotionally and physically healthy.

To place the school at the centre of the community by working closely with parents and local groups, and to strive to make a positive contribution towards that community.

ORGANISATION OF THE SCHOOL

Placement of any particular child in a particular class is at the discretion of the headteacher. Generally there are two mixed ability classes in each year group. Teachers take note of the needs and abilities of the individual children and plan the delivery of the curriculum to meet these needs.

THE CURRICULUM

The school's curriculum is centred on the Local Education Authority's Entitlement guidelines and the National Curriculum Regulations. In this way, we aim to provide a broad and balanced curriculum, which will develop the knowledge, skills, values and attitudes of each child.

The opportunities for learning are enriched with practical, creative and first-hand experiences. This is achieved by the teachers, throughout the age groups, planning for the whole school year using the Programmes of Study and Attainment Targets as laid down in the National Curriculum. Each year the children undertake a programme of study which concentrates on themes / topics. These themes are carefully chosen by the teachers as part of a continuous process to encourage, motivate and stimulate the children.

The school aims to provide a balanced but flexible curriculum so that every child receives a very good grounding in literacy, numeracy and other essential skills needed in our fast-changing world. The curriculum is carefully planned so that there is continuity in the children's learning and progression in the

experiences provided. The following information will serve to illustrate how the major aspects of the school curriculum are implemented.

The Foundation Stage

When the youngest children enter our school they are taught in the Foundation Stage. This stage covers education for children from birth to the end of the reception year. It is a distinct stage and important both in its own right and for preparing children for later schooling. Aspects in the six areas of learning are intended to provide a secure basis for children's future learning, and give an indication of what children know and can do by the end of the reception year, through the Foundation Stage Profile.

The six areas of learning are

- Personal Social and Emotional Development
- Communication, Language and Literacy (which includes speaking and listening, reading, writing and handwriting).
- Problem Solving, Reasoning and Numeracy (counting and numbers, addition and subtraction, shapes, measures and positions).
- Knowledge and Understanding of the World (which includes science, technology, history, geography, ICT and awareness of other cultures).
- Creative Development (which includes music, creative activities and role play).
- Physical Development (including fine motor skills, gross motor skills and health and body awareness).

The curriculum is carefully planned to ensure the children have experiences in all areas and that they can learn through play activities both indoors and outdoors. The children are encouraged to develop as independent learners.

Literacy

The ability to read, write and exercise effective powers of comprehension is a central objective of this school. It is through language that we learn to understand and quantify experience. Language is the abacus and therefore the development of language skills, from the very first day of school, is uppermost in the minds of teachers at all times.

The teaching of literacy follows a learning journey through reading, speaking & listening, into writing. All of these aspects of literacy are taught within literacy lessons to ensure each and every child is confident with their

literacy skills. The children within our school enjoy a rich balance of literacy lessons and the literacy curriculum spills over into all other areas of school through our cross curricular approaches.

Numeracy

Our aim for maths at Wellgate is to equip pupils with a uniquely powerful set of tools to understand and change the world. We believe that mathematics is a creative subject - that can result in moments of pleasure and wonder through real-life problem solving.

It is our belief that every child will be confident to use and apply the four operations (+, -, x and ÷).

In order to achieve these aims, a daily maths lesson is taught in every year group from Year 1 to Year 6, with the children in the Foundation Stage benefiting from a daily maths input and the opportunity to explore number within the classroom.

The teachers at Wellgate choose activities which they feel will inspire and challenge the children where appropriate; maths activities are hands on and involve children learning from experience. Learning opportunities in each class are differentiated to allow children to achieve their full potential, whatever their ability.

Science

Wherever possible science is taught through first hand experience and scientific enquiry. We develop skills such as observing, predicting, questioning, making inferences, concluding and evaluating, using cross-curricular links to mathematics, ICT, art and design and technology. We aim to promote an awareness of the world around us, helping to make sense of the world and contribute to children's knowledge and understanding of a highly technical and rapidly changing world.

Information Communication Technology

ICT can extend and enhance learning in all subject areas of the National Curriculum and beyond. IT capability is increasingly becoming an essential tool for life in the 21st century. Our world is changing rapidly. Work and

leisure are increasingly being transformed through the introduction of varied and developing technology.

'With scientific method, we took things apart to see how they work. Now with computers we can put things back together to see how they work, by modelling complex, interrelated processes, even life itself. This is a new age of discovery, and ICT is the gateway.'

(Douglas Adams, author)

At Wellgate Primary School we aim to enable our pupils to use ICT confidently, effectively and independently. We believe that it is important to develop a culture where the use of ICT becomes a natural choice for pupils.

RE

The aims of religious education in Wellgate are to enable the children to acquire and develop knowledge and understanding of Christianity and other principle religions represented in Great Britain. We also aim to develop knowledge and positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions.

Physical Education

It's fun to be fit!

Physical Education develops pupils' physical competence and confidence, giving them opportunities to use and perform these attributes in a range of physical activities. It promotes physical skilfulness, physical development and knowledge of the body in action.

Physical education provides opportunities to be creative, competitive and to face up to different challenges as individuals, in groups and as part of a team. All children in school from F2 to year 6 learn how to plan, perform and evaluate actions, ideas and performances, of their own and of others, as well as think in a variety of ways.

At Wellgate Primary School it is hoped that all PE lessons and extra curricular experiences develop a child's learning journey about themselves, their capabilities, their potential and their limitations. We also hope that during this learning journey they will develop their understanding of others,

how to work as a team and most of all respect their fellow sports person. PE is the only subject where we can see visibly active brains.

SEN

Around 10% of the children in any school are expected to have some sort of special need that may require them to have extra input which will allow them to cope within school. When this occurs the children are referred to as having Special Educational Needs (SEN). This term represents a whole spectrum of issues ranging from learning difficulties to medical needs and from behaviour/emotional problems to physical difficulties.

If children are identified as having a SEN then children will gain access to support which can be delivered in a variety of ways. Such as individualised education plans (IEPs) or group education plans (GEPs) and intervention programmes. A child will receive the support for as long as it is necessary. This is called School Action.

If the teacher or SENCO are still concerned about a child after a reasonable amount of time at school action, then outside agencies are consulted and this is called school action plus.

If the school and outside agencies feel that the school requires extra support with a child then they can be put forward for a statutory assessment and if it is successful a statement will be written for the child. This details a child's exact needs and ensures their progress is thoroughly monitored.

SEN is part of the inclusion agenda which strives to ensure that through the five outcomes of the Every Child Matters document each child is able to achieve their potential and at Wellgate Primary this is our number one priority.

PSHEE

At Wellgate Primary School, our vision for PSHEE (Personal, Social, Health Economic Education) is to create an environment where children have the positive self esteem and confidence to make the most of their own abilities, develop independence and take responsibility for their lives and relationships, thus enabling them to play an active role as members of a

democratic, multicultural society. The teaching and learning of PSHEE promotes children's good health and well-being. PSHEE helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, healthy, responsible citizens.

Through PSHEE, all children from Foundation Stage to year 6 are provided with valuable opportunities to develop their self-confidence and self-esteem. Children learn to think about their identities and value themselves, and to respect the differences and similarities between their own and other cultures. They learn to discuss their thoughts and feelings, and how to handle new relationships.

History

History develops and awareness of achievements and events which have shaped our lives. Through using a range of cross-curricular experiences and different sources, children begin to understand changes in their own lifetime and changes on a wider global scale. They develop a sense of chronology and historical language. They begin to understand different interpretations and causes and consequences.

How do we know who we are unless we know where we have come from? How can we tell what is going to happen unless we know what has happened before?

History in our school should be about enjoyment, acquiring knowledge and applying skills. It should incorporate visits, visitors, dressing up, acting out, holding debates and recording work. Children should be able to develop a love of all things historical.

Geography

The overall aim of the Geography policy is to ensure that the children's knowledge, understanding and awareness of their immediate, local and global environment are enhanced. Geography should foster children's sense of wonder at the beauty of the world around them. It should help them to develop an informed concern about the quality of their environment and the future of the human habitat, and enhance children's sense of responsibility for the care of the Earth and its people. First hand experience through field work should be an integral and important part of geographical studies. When

planning any school trip, opportunities should be sought to illustrate geographical concepts relating to features of towns or the countryside.

Music

Music is a powerful, unique way of communicating that can inspire and motivate. It can play an important part in the personal development of people. It brings together intellect and feeling and enables personal expression, reflection and emotional development.

Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in, forging important links between home, school and the wider world.

It encourages active involvement in different forms of music making, both individual and communal and helps develop a sense of group identity and togetherness. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. The teaching of music develops pupils ability to listen and appreciate a wide variety of music and to explore and express their own ideas relating to music. It increases self discipline and creativity, aesthetic sensitivity and fulfilment.

We provide opportunities for all children to create, play, perform, and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Design and Technology

The ability to become independent and creative problem solvers, as individuals and members of a team is a central objective of this school. It is through designing, making and evaluating that all pupils can become perceptive and informed users of products, and become innovators.

Art

At Wellgate Primary School we believe that Art develops creativity and visual perception. It is an opportunity for children to express themselves and learn from visual experiences. We aim to enable children to observe, investigate and record from first-hand experiences and imagination, through a variety of forms and media.

Modern Foreign Languages - French

The learning of a foreign language provides children with valuable educational, social and cultural experiences. Children are given the opportunity to explore language and culture through songs, games, rhymes and role play which inspire and motivate. Learning another language raises awareness of the multilingual and multicultural world. It introduces an international dimension to the children's learning; stimulating curiosity and developing enquiring minds.

SEX EDUCATION

Sex Education at Wellgate Primary is taught in line with the Barnsley Science Scheme of work. Children are taught elements of this from the Foundation Stage through to Year 6. These lessons are taught by classroom teachers as well as trained nursing staff where appropriate. Year 6 pupils also have trained pupils from Darton High School who come in to school to work with the children as 'Peer Educators'.

In the Foundation Stage the Sex Education topics covered include Ourselves and New Life. Children are taught to talk to others about the lifecycles of animals. Children within years 1 and 2 build upon prior learning to know that animals including humans move, grow, use their senses and reproduce. The children are also taught to name external parts of the human body. Children also look at different life stages, knowing that they were once babies and will eventually become adults.

Once in year 3 and 4 children begin to look at lifecycles and can put the different stages of life into order. Children are shown videos about birth within animals as part of the lifecycles study. In years 5 and 6 children are supported in their study by using the school nurse within sex education sessions and also peer educators. They begin to look amongst other things the needs of babies and young children and the main developments of the body during puberty.

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or a school's entire programme of sex education, other than those elements, which are required by the National Curriculum Science Order.

HOMWORK

At the infant stage the key purpose of homework is to develop a partnership with parents and to involve them actively in their children's learning. At Wellgate this includes simple games, learning spellings and number facts and of course reading.

As children progress through school the main purpose of homework will increasingly become an opportunity for the children to develop the skill of independent learning. This may consist of finding out information, reading in preparation for lessons, preparing oral presentations or a more traditional written task.

Every child will be encouraged to read at home every evening and homework connected to the book may be set. This may be a book review or discussing the text with parents.

Homework will be set by the teacher relating to ongoing class work. Any homework above and beyond reading, spelling, tables and number bonds will be set on Thursday to be handed in on Monday.

INCLUSION RATIONALE

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils all staff at Wellgate Primary School aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible, differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups

- Staff at Wellgate Primary School value pupils of different abilities and support inclusion.
- Within the school staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.
- Within each class teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs will be part of this process.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Infant pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Wellgate Primary School we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

For further information see our Disability Equality Scheme.

GIFTED AND TALENTED PROVISION

Effectively differentiated classroom teaching is the basis of our provision for gifted/talented pupils. However, in addition to this, opportunities to access extension groups and enrichment activities are available to different groups of pupils at different times.

Pupils are identified as being gifted/talented in a number of ways including by parental nomination, however, all decisions regarding the inclusion of pupils in the gifted and talented register rest with Miss K. Mitchell (Gifted & Talented Co-ordinator) and Mrs C. Kirkman (Headteacher). Parents of gifted/talented pupils are notified of their child's inclusion on the register and are provided with information as to how this will affect their child.

PARENTAL INVOLVEMENT

Home / School relationships are regarded as very important to the school. Parents are kept informed of the children's progress continually.

If parents wish to see the teacher or the Headteacher an appointment can be arranged. In case of sickness or accident every effort is made to contact parents. It is essential that we are given the telephone number of your place of employment, particularly in a case of working parents, and this information should be kept up-to-date. Where possible we try to involve

parents in our visits out of school to help provide adequate supervision and support for each group. So please do offer to join us if you are available.

There are two parents' evenings per year: one in the Autumn Term so that parents can meet their child's new teacher and discuss targets, and one in the Spring Term to discuss the year's work so far and their child's progress. Additional meetings are held to inform parents about the different curriculum areas and about new initiatives in school.

We value parental support or help in school. Please contact us if you could give us a little of your time. Why not join our PTA? We always welcome parents to help our social events and fundraising. If you have any concerns or questions please do not hesitate to ask us.

ILLNESS IN SCHOOL

Our school policy on the administration of medicines is that we prefer not to administer any medicine and would encourage parents to arrange for someone to come into school to do it. If parents cannot make any other arrangements and the medicine has been prescribed by a doctor, then after completing a form, one of our first aiders will carry out the task.

FIRST AID

Mrs Brownhill, Mrs Lyman, Miss Lowe, Mrs Yates, Mrs Smith and Mrs Davies are fully qualified to give first aid in school. There are first aid cupboards in both key stage areas. There are also four paediatric First Aiders - Miss Lowe, Miss Szpitter, Mrs Carver and Mrs Law.

SUNCREAMS

Please administer sun creams on children before they arrive at school or if you prefer, send sun cream for the children to apply during the day. Please label your child's sun cream. The children will administer the cream themselves, although this will be overseen by staff. If the weather is very hot the children will spend all or part of the dinner time inside.

ACCESS

There are two entrances / exits to the school site, from George Street and from Wellgate. Both have coded locks. Parents and children are requested to use the pedestrian footpaths and to walk to school whenever possible.

The George Street entrance has a turning circle which may be used for dropping children off between 8.00 a.m. and 8.45 a.m. A speed limit of 5 m.p.h must be adhered to. Parents are requested not to park their vehicles within the school grounds and to keep both entrances clear. This complies with the Health and Safety Regulations.

Please keep our children safe from traffic.

VISITORS IN SCHOOL

All visitors to school **must** sign in at reception and wear an appropriate identification badge. Anyone not wearing such a badge will be challenged.

DISCIPLINE AND PASTORAL CARE

Children are expected to behave in a positive and acceptable manner, which gives due regard for the safety of others and is conducive to the efficient running of the school.

Positive behaviour in our school comes through an atmosphere in which the children are valued and are encouraged to respect themselves and others. This is re-enforced through a range of awards given for good behaviour, including 'Special Mention' certificates and stickers. The '6 R's' are displayed in every classroom.

We aim to give the children self-esteem and a sense of pride in their achievements and stickers are given to the children for personal achievement. These are collected towards bronze, silver and gold certificates. Children also gather points for their House team. Please help us to celebrate your child's success!

If a problem arises the class teacher will usually deal with it. If it becomes necessary, the Headteacher will consult with parents over a child's conduct so that the problems can be approached in an atmosphere of mutual understanding and in the best interests of the child.

BULLYING/RACISM

Wellgate Primary School does not tolerate any act of bullying or racism. All incidents are investigated, parents are contacted and the LEA is informed. The school resolves the situation as soon as possible.

SCHOOL COUNCIL

The Wellgate Primary School Council is now in its 3rd year. The school Council was set up as part of the 'Pupils Voices' initiative which aimed:

- To give pupils a greater voice in whole school decisions
- To give pupils an opportunity to initiate their own developments
- To keep pupils informed about activities and events taking place in school

The School Council comprises two pupils from each class in Years 2-6. Elections for School Council representatives are held each September and the Mayor is invited to present School Council badges to the newly elected councillors at a special assembly. The School Council meets regularly during school time, with Mrs Lyman to discuss issues raised through class council meetings and to consider issues presented by members of staff.

Since its inception the Wellgate Primary School Council has lobbied for a new fence around the top playground, which is now in place; organised for junior pupils to have access to a daily piece of fruit; provided playtime equipment for pupils to use; and spent a day planting bulbs and plants within the school grounds. The School Council has also organised a bun sale for Children in Need and face painting for Red Nose Day as well as assisting with a coffee morning for Macmillan Cancer Support.

CLOTHING

The school uniform consists of:

Grey trousers/jog pants/grey or black skirt or pinafore

White shirt, blouse, white or red polo shirt

Red jumper, cardigan or sweatshirt

Red check dress (summer) or red polo dress

Black/red/grey/white tights/socks

Round necked white T-shirt and black shorts/leotard for P.E

Black/grey/navy blue plain jogging suit/track suit and trainers/pumps or trainers for outdoor games

Black plain shorts for summer

Please send all F 2 children with a raincoat and wellies, as they play outside in the rain!!

All items of school clothing and footwear should be clearly named.
Items of school uniform with the school logo are available from the Wishing Well School Shop in Mapplewell village.

JEWELLERY

The wearing of jewellery is not allowed in school, as it is a source of danger to the children themselves. Watches may be worn and children with pierced ears are allowed to wear studs. All jewellery must be removed for P.E and swimming lessons.

If you are considering having your child's ears pierced it is advisable to wait until the beginning of the summer holiday.

Mobile Phones.

Because inappropriate images can be downloaded on mobile phones we request that none are brought into school.

CHARGING FOR SCHOOL ACTIVITIES

The children are taken out into the immediate environment e.g. park, church and also further afield on a day or half-day excursions. The older children are invited to take part in a residential visit.

It is an important part of our curriculum to make visits out of school. These educational visits are well planned and supervised. If there is a cost involved, parents will be asked to make a voluntary contribution. If we do not receive enough then the trip may not take place. Children will not be treated differently according to whether or not their parents have made any contribution.

We also ask for payment for some out of school clubs which are run by outside coaches.

Children whose parents are in receipt of the following payments will, in addition to having a free school lunch entitlement, also be entitled to the remission of charges for board and lodgings during residential school visits. The relevant support payments are:-

- a. Income Support
- b. Income Based Jobseekers Allowance
- c. Support under part 5 of the Immigration and Asylum Act 1999
- d. Child Tax Credit, where the parent is not entitled to Working Tax Credit.

SCHOOL MEALS

The school has a preparation kitchen and the school meals are healthy, interesting and excellent value. Menus are displayed in school for parents and children to see. A drink of water is provided with a school meal. The children can select each morning from a varied menu including traditional meals, jacket potato or a sandwich meal.

School Meals

The school operates a cashless system. This means that every child has their own account number, and money can be paid into this account through the cash-collecting machine outside classes 8 and 9 or by cheque using the cheque-collecting box. The current price of school meals is £8.00 per week, £1.60 per day. You can pay as much money as you like into your child's account, but should not allow it to get overdrawn. Children can change from a school dinner to home sandwiches, but the school requests one weeks notice since our cook pre-orders food for the week ahead.

If you would like your child to bring a packed lunch, please ensure the lunch box is clearly labelled with your child's name. Water is provided or the children may bring a soft drink but no glass bottles, cans or fizzy pop please. As there are children in school who have an allergy to nuts and nut products we ask all parents to avoid putting these food types into packed lunches.

MILK MONEY/FRUIT & WATER

Milk is available every day; the cost is £8.00 payable at the start of each term. Any child receiving free school meals is also entitled to free milk every day.

We are a health promoting school and encourage the children to bring a piece of fresh fruit to school every day. Sweets should not be brought to school and not included in packed lunches. Fruit is available to all KS1 pupils.

The children are encouraged to drink water throughout the day, as research has shown that when children are dehydrated they lose concentration. The school has two water coolers, which are situated in the corridors and the children can fill their water bottles before lesson time in the mornings. Water bottles are available to buy from the school office.

EXTRA - CURRICULAR ACTIVITIES

Extra - curricular activities offered by the school vary with the differing qualities, strengths and interests of the staff. In sport, children have the opportunity to participate at their own level, but those with a keen interest are given the opportunity to take part in fixtures with other schools. A wide range of extra-curricular activities were offered in 2007 - 2008 including football, netball, dance, rounders, art, craft, recorders, cricket, spanish, rugby, model making, parachute club, computer club, running club and choir.

OUT OF SCHOOL CLUB

The school operates a breakfast club and after school club from 7.30 am in the morning until the start of school and from the end of school until 6.00 pm. At the moment the club takes 16 children but this number could increase in the future. For details of the after school club please contact Mandy Grosse on 07944137711.

Parent Support Advisor

Our Parent Support Advisor, Mr Gary Pollard is based in school to help with any parental issues concerning barriers to learning, anxiety, bullying. He also works with families to improve attendance and lateness. He can be contacted through school.

ABSENCE FROM SCHOOL

Regular attendance is obviously important but if your child is ill or unable to attend school, please inform us by pressing option 1 from the choices on our pre recorded messages on 01226 383739 by 9.30 am at the latest.

If the school is not given a reason for absence, this absence is then recorded as unauthorised.

Like regular attendance, punctuality is also important. A child arriving late at school disrupts the classroom routine with a consequent effect on their own and other children's education.

Our Education Welfare Officer (EWO) Mrs Annette Woodward follows up referrals concerning lateness and attendance issues.

If your child is late they must report the office on arrival so they can be marked in the register and order their school lunch. The George Street entrance must be used since the Wellgate entrance will be locked from 9.15 am.

Children leaving school during the day must be signed out in the book kept in the office. Children who have been signed out and then return to school at a later point in that day need to be signed back in again.

HOLIDAYS - Every Lesson Counts.

We actively discourage holidays taken in term time, since it disrupts your child's education. Holidays need to be requested from the Headteacher. Ideally we would like no child to take a holiday in term time. In line with LEA recommendations and other local schools holidays can only be authorised if the child's attendance is higher than 94% (which is the average attendance for children nationally). To apply for a holiday please collect a holiday application form from the school office and return to school. In instances where unauthorised holidays are taken, fines will be issued.

ILLNESS IN SCHOOL

If your child is ill or has an accident in school then we will make every effort to contact parents. Therefore it is important that we have a telephone number where you can normally be contacted during school hours or where another member of your family e.g. Grandma or Grandad, can be reached. We will always act in the best interests of the child and deal with the problem if we cannot contact parents. 'Bump notes' are given to children who have accidentally received a bump on the head at sometime during the day. Although it may not appear serious at the time, the result of head injuries may be delayed, therefore we advise you so that you can watch for any symptoms and react accordingly.

APPLICATION FOR A SCHOOL PLACE

Under new rules issued by the Government, parents have the right to apply for a place at any school in Barnsley or the surrounding district, regardless of their address. To enable us to plan effectively for a child's education it would be helpful if parents of pre-school children who would like a place at our school could register their child's name as soon as possible. Application forms can be found in the Authority's handbook.

If a number of applications for places at the school exceed the number of places available, the following criteria are used to allocate places.

- Children with brothers and sisters in the school at the time of their admission - these children gain automatic admission
- The distance between the child's normal place of residence and the school (measured in a straight line on a map) - closest addresses gain places until the school is full

When the school is full, applications may be refused. In such cases, parents have the right to appeal via the Education Committee. In the absence of an appeal, parents will be expected to approach another school with an admission request.

COMPLAINTS PROCEDURE

If you have a problem, no matter how small, please see the Class Teacher. Please call between 8.30 - 8.45 am or after school. If you have to take a problem further please make an appointment to see Mrs Cole (the Deputy Headteacher) if your child is in the Infants. After this any complaints need to be addressed to the Headteacher and then put in writing and addressed to the Chair of Governors.

POLICIES

Copies of the LEA and school policies are available in school for parents to view.

BUILDING SECURITY AND EMERGENCY RESILIENCE PLAN.

The school has a detailed plan for increasing security on the building and what action to take in an emergency. Copies of both these policies are in the school office.

FIRE DRILLS

Fire drills are held every half term. The whole school is evacuated in 2/3 minutes. Fire drills are always assessed to check their effectiveness.

PRIMARY SCHOOLS - FAIR PROCESSING NOTIFICATION

A number of agencies all process information on pupils in order to run the education system and in doing so have to comply with the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate care, and to assess how well the school as a whole is doing. This information included contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to the LEA, and other agencies.

The LEA uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupils may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The Qualifications and Curriculum Authority uses information about pupils to administer National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and

the associated assessment arrangements, and to ensure that these are continually improved.

Ofsted uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

The Learning and Skills Council uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

The Department for Education and Skills (DfES) uses information about pupils for research and statistical purposes to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfES will feed back to the LEA and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school. The DfES will also provide Ofsted with pupil level data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupils information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LEA and learning institutions to support their day to day business. The DfES may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DfES may disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Pupil's, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- Headteacher of the school.
- Head of Administration, BMBC, Education Services, Berneslai Close, Barnsley S70 2HS.
- QCA's Data Protection Officer at QCA, 83, Piccadilly LONDON W1J 8QA
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE
- LSC's Data Protection Officer at Cheylesmore House, Coventry, Warwickshire, CV1 2WT
- The DfES's Data Protection Officer, Caxton House, Tothill Street, LONDON SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy

of, their child's education record at the school. If you wish to exercise this right you should write to the school.

Providing information to South Yorkshire Passenger Transport Executive (SYTPE)

To ensure the more efficient and accurate use of data across all agencies and organisations that provide services to pupils attending schools with Barnsley, the LEA are proposing to supply information to South Yorkshire Passenger Transport Executive to facilitate the more efficient and timely administration of free transport passes for school pupils. This transfer of information will affect the application and renewal of free school transport passes, between the two agencies databases.

All schools will be contacted with a more detailed explanation and guidance on how this process will work, once this has been established.

All parents at Wellgate Primary School are requested for permission in writing to display children's photographs, to take DVD's and to use photographs on the school website.