



CHAPEL-EN-LE-FRITH C OF E (VC) PRIMARY SCHOOL

2010/11 PROSPECTUS



Chapel-en-le-Frith C of E VC Primary School

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Dear Parents,

Welcome to Chapel-en-le-Frith Primary School and thank you for your interest in our school.

Chapel-en-le-Frith C of E (VC) Primary and Nursery School opened in 2002, following the amalgamation of two long-established local schools.

Our school is able to offer continuous and high quality education for children aged 3 to 11 years. From the moment your child starts at Chapel Primary, we aim to work in partnership with you, in order to make his or her experiences at school the very best possible. This is the start of a long and extremely rewarding time for your child at school.

I understand that you only want the very best education for your child and will want to find a school where your child will not only find academic success, but will also be happy and feel secure. To help you make a decision, please take the opportunity to meet with me and to look around the school. You will see the school at its very best during a school day and I am always happy to show any prospective parents around. If you are unable to visit the school during the day, I shall be more than happy to meet with you one evening.

I hope that you enjoy reading this prospectus and that it helps to answer any questions you may have. Our latest Ofsted report is included, which is also available from our school's website. If, however, you still have any questions or concerns, please do not hesitate to contact me.

I very much look forward to meeting you and working with you and your child.

Yours sincerely,

Trevor Smith

Headteacher



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A Welcome to the School by the School Council



Welcome to Chapel Primary School. We have been at this school for nearly 8 years, so we know the school really well.

We are the Year 6 representatives on the School Council and we meet every 2 weeks. At our meetings we talk about the ideas that the children and teachers have had about how to improve the school. This year we shall be organising charity events to raise money for the Pakistan

Flood Appeal. We have plans to make improvements to play and lunch times by buying new games equipment. We shall also be asking the Governors to have a new floor and markings in the KS2 sports hall, as the old one is not very good.

We have really enjoyed being at this school and we hope your child will be very happy here when they start.

Lauren Burt and Callam Davis

Welcome Message From The Chair Of Governors

On behalf of the Governing Body I would like to welcome you to Chapel Primary School and I am pleased to have an opportunity to contribute to this prospectus. This prospectus is intended to provide information on all aspects of school life at Chapel Primary School for both parents of forthcoming pupils and parents with children already in school.

The school is fortunate to have talented and enthusiastic staff who have given the children in the school inspiration that has led to a good standard of achievement and behaviour. We are determined that every child is recognised as an individual and as such is given the support to reach their full potential.

The school benefits from parental involvement from classroom support to assisting on school trips, for which the staff and governors are very grateful. We encourage all parents and carers to become involved in the school community.

This prospectus should answer many of your questions about the school and the variety of experiences we offer all of our children. The school pursues continuous improvement through active participation from the community and therefore encourages support and advice from the whole community. We welcome comments and suggestions from parents and carers and these can be brought to the attention of the Headteacher, school governors or myself via the school office or in person when you see one of us in the community. Details of governors' names and responsibilities can be found within this prospectus.

The staff and governors look forward to welcoming you and your family to our school community.

Lance Davis

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AIMS OF THE SCHOOL

At Chapel Primary School we endeavour to provide the very best learning experiences for our children and are able to encapsulate this in our logo 'LEARNING FOR LIFE'.

The school aims are:

1. For children to feel safe and secure, have high self-esteem, be confident in learning from their mistakes and equally valued, and enjoy school.
2. For staff to plan a rich, relevant, broad and balanced curriculum based on children's interests and needs.
3. To ensure children are well taught and experience success, irrespective of their abilities. A high priority is placed on children's abilities to read, write and be numerate.
4. To ensure children are equipped with the skills to learn independently and also to work and play co-operatively.
5. To provide a stimulating learning environment for children.
6. To promote positive, supportive and co-operative relationships between and amongst staff, children, parents and the wider community.



ORGANISATION



Chapel en le Frith C of E Primary School is a two form entry primary school, together with a morning and afternoon nursery. The school has a total of 450 children, making it one of the largest primary schools in Derbyshire. Classes vary in size, with the largest having 30 children and the smallest 23 (20010/11). All classes in Key Stage 1 have a maximum size of 30 and we endeavour to keep the classes in Key Stage 2 at this size as well. Our nursery has a capacity of 65 children, 39 in the morning and 26 in the afternoon.

The school is housed in two buildings, although from February 2011 the two buildings will be joined by the opening of a new reception area and Surestart Children's Centre. Children in the nursery, reception and in Key Stage 1 (Years 1 to 2) are accommodated in what was originally Chapel Infant School. This building was built in 1999 and is a bright, modern, spacious and well

equipped place for the children to learn in. Children in Key Stage 2 (Years 3 to 6) are taught in the original junior school building. Although this was built in the late 1960s, this building is well maintained and equipped and provides every facility required for delivering the curriculum.

Chapel en le Frith C of E Primary School has Enhanced Resource Status. This means that children with a wide range of special educational needs are on roll. These children come from all over the High Peak area and are integrated into the school. They are supported by well trained teaching assistants and spend their day following a personally tailored curriculum, either in the classroom or in one of the many specialist areas within the school.

The school is set in extensive grounds, allowing for outdoor learning at all ages. The school also has a suite of 30 networked computers, as well as PCs in every classroom.

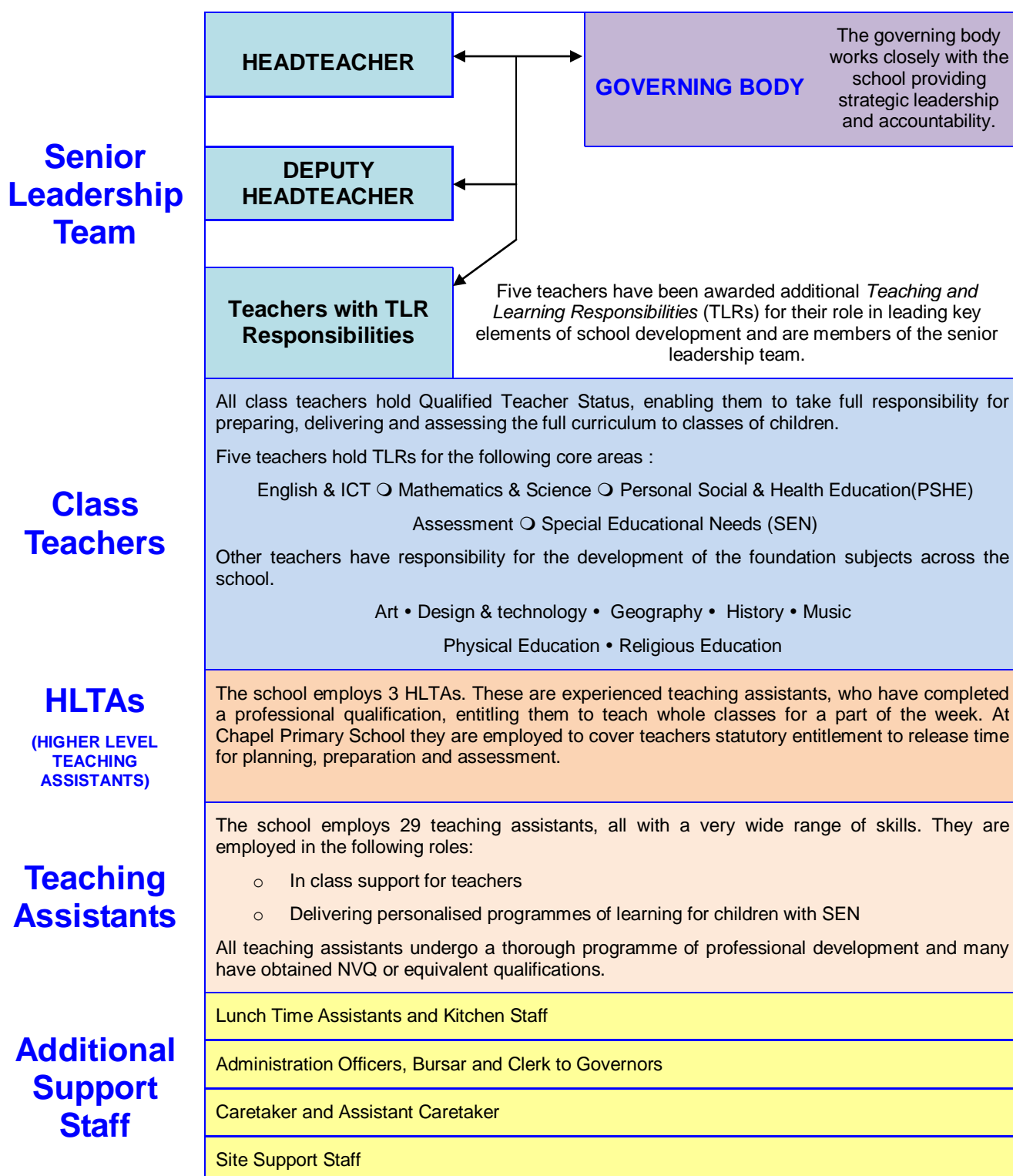
THE SCHOOL'S GOVERNING BODY

Name		Category
Mr Lance Davis	Chair of Governors	Parent
Mr Steve Luke	Vice Chair of Governors	Parent
Mr Rob Mears		Parent
Mrs Diane Bayirli		Parent
Mrs Jackie Lomas		Parent
Mrs Karen Howarth		Parent
Mr Richard Clarey		Community
Mrs Marilyn Breeze		Community
Mr Richard Weedon		Local Authority
Mrs Holly Hartley		Local Authority
Mr Tim Boothman		Local Authority
Mrs Dorothy Simpson		Foundation
Vacancy		Foundation
Rev Nick Braleford		Ex-Officio
Mr Trevor Smith		Headteacher
Miss Alison Barnes	Deputy Headteacher	Associate
Rev David Philo		Associate
Mrs Wendy Southwell	Mrs Sue Oliver	Staff
Mrs Vanessa Parker		Staff



STAFFING

The school has over 80 staff, who are carefully arranged into a structure that meets the needs of children and provides co-ordination and consistency throughout the school.



Teaching Staff (2010/11)

Name	Role	Year Group
Trevor Smith	Headteacher	
Alison Barnes	Deputy Headteacher	
Kate Tansley	Class Teacher	Nursery
Andy Woodward	Senior Teacher (0.6)	Year R
Alison Parker	Class Teacher and Foundation Stage Co-ordinator	Year R
Alyson Phillips	Class Teacher (0.5)	Year R
Rachel Baker	Senior Teacher	Year 1
<i>Diana Walkden (seconded to LA April 10 – March 11)</i>	Senior Teacher	
Jenny Ehlinger	Class Teacher	Year 1
Maxine Jackson	Class Teacher	Year 2
Helen Griffiths	Class Teacher	Year 2
Catherine Law	Senior Teacher	Year 3
Brian Waddell	Class Teacher	Year 3
Eden Hutchins	Class Teacher	Year 4
Wendy Southwell	Class Teacher	Year 4
Jenny Danson	Class Teacher (0.8)	Year 5
Sue Oliver	Class Teacher/French Teacher (0.8)	Year 5/KS2
Claire Buckler	Senior Teacher (0.6)	Year 5
Jo Mills	Class Teacher	Year 6
Ian Fairley	Class Teacher	Year 6
Debbie Frith	Special Needs Co-ordinator	

SCHOOL TERM AND HOLIDAY DATES 2011/12

TERM	FIRST DAY	LAST DAY
TERM 1	Monday 5 th September	Friday 21 st October
TERM 2	Monday 31 st October	Tuesday 20 th December
TERM 3	Wednesday 4 th January	Friday 10 th February
TERM 4	Monday 20 th February	Friday 30 th March
TERM 5	Monday 16 th April	Friday 1 st June
TERM 6	Monday 11 th June	Friday 20 th July

There are 5 in-service training days during the year, where the school will be closed to pupils. These are yet to be arranged.

SCHOOL HOURS

NURSERY	Start	Finish
Morning	9.00am	12.00pm
Afternoon	12.15pm	3.15pm

RECEPTION & KEY STAGE 1	Start	Finish
Morning	9.00am	12.20pm
Afternoon	1.20pm	3.15pm

KEY STAGE 2	Start	Finish
Morning	9.00am	12.15pm (yrs 3/4) 12.25pm (yrs 5/6)
Afternoon	1.15/1.25pm	3.20pm

UNIFORM AND PE KIT

SCHOOL UNIFORM

Royal blue sweatshirt with school logo NB No other logos are allowed.*

Gold or white school polo shirt worn underneath*

Gold, white or royal T-shirt *

Dark coloured trousers or skirts

Dark low heeled shoes. Trainers should only be worn for sports activities

Blue or yellow gingham dresses for summer (optional)

Book bags and PE bags are also available from the school office

*These items are available from the school office.

PE KIT

School or plain white T-shirts and shorts must be worn for PE. Pumps should be worn for indoor PE, although if necessary it can be done in bare feet. Trainers may be worn for outdoor PE only, alongside a tracksuit for cold weather. All jewellery **must** be removed for all PE sessions. If earrings cannot be removed, due to ears recently being pierced, then the child must sit out of PE lessons until they can be.

TEACHING AND LEARNING IN THE FOUNDATION STAGE

Teaching and learning in the Foundation Stage is very carefully planned. The curriculum is based upon the Foundation Stage for Learning, which all providers of Early Years Education must follow. We deliver our curriculum through a highly structured environment which incorporates the following areas of learning:

- Communication, Language and Literacy
- Mathematics
- Personal, Social and Emotional Education
- Physical Development
- Knowledge and Understanding of the World
- Creative Development



During the teaching sessions, the children have the opportunity to become involved in a wide range of activities. They learn with other children in small and large groups. Some activities will be independent and others will be led by staff. Teaching and learning is based on learning through play and structured individual or small group teaching.

Home visits are an essential part of our induction policy for children starting the nursery. The visit enables our staff to meet each child in familiar surroundings where he/she can feel confident and comfortable. Parents can discuss their child's admission on an individual basis and can share any queries or concerns with staff. Children starting in Reception will be invited to spend a full day, including lunch, prior to the beginning of their first term.

TEACHING AND LEARNING IN KEY STAGES 1 AND 2

A well structured programme of transition helps the children transfer smoothly from their reception class in to their new class in Key Stage 1. Here the curriculum will progressively change from the Foundation Stage for Learning to one which follows the National Curriculum for key stages 1 and 2. This change is made with great care and sensitivity towards the individual children's readiness for this change.

The school places a high priority on developing the children's knowledge, skills and understanding in the core subjects of literacy, numeracy, science and ICT. However, we also offer the children a broad and balanced curriculum which includes the arts, humanities, personal and social education, sport and religious education. The learning experiences for the children are organised

under topic headings, a different topic for each of the 6 terms. Topics are cross-curricular in nature and are based on children's interests and first hand learning.

The following statements aim to provide a brief overview of the different areas of the curriculum.

ENGLISH



Successful learning in this subject forms the basis of all other subjects. English is taught, largely through the year group's topic, for at least one hour each day from Foundation Stage to Year 6. Children learn the skills of effective speaking and listening, reading and writing, supported by a range of computer skills.

We aim to develop children's enthusiasm for reading and confidence in their own reading ability. Pupils are introduced to phonics in nursery and reception and follow a structured daily programme right through to Year 3. The children also follow the school's core reading scheme, which enables us to provide a structured programme for reading development and assessment. In addition to this, children are encouraged to read widely from a range of varied books and to read text on computer screens. Reading at home is a vital part of children's learning. We ask parents to support and encourage children by reading to them, as well as by listening to them read frequently. Each pupil has a home/school reading diary and we appreciate it when parents write encouraging notes in these. A personal reading folder can be purchased from the office.

Writing skills are based on children's speaking and listening abilities. We aim to develop effective communication skills in all pupils, including role play and drama. Children gain a growing knowledge of different writing purposes, genres and styles, while they are all taught the essential skills of handwriting, grammar, punctuation and spelling.

MATHEMATICS

Mathematics is taught every day. The children are taught either in ability groups across the year group, or in ability groups within the class. Some of the maths sessions are linked to the topic being studied. Number and shape, space and measure are taught as separate subjects.

Our mathematics curriculum follows the Foundation Stage Profile and the revised National Numeracy Strategy. The learning is carefully planned so that it builds on the children's individual ability and understanding. Numeracy lessons are taught using a variety of styles. Children are offered a wide range of practical activities and problem solving challenges, as well as a considerable amount of time on teacher-led oral and mental work. This emphasis on the



development of mental calculations provides a firm foundation for the acquisition of number skills.

There is a wide range of resources available to support the children's learning, and teaching assistants work closely alongside the class teacher to provide additional support for individuals or small groups of children.

Our aim is for the children to have an all round mathematical ability and for them to be creative and logical thinkers.

SCIENCE



The science curriculum is integrated into the year group topics. It is planned throughout the school to ensure balance and progression within the content of the National Curriculum. Systematic inquiry, analysis of problems, formation of ideas, their testing and modification are encouraged through project work, designed to arouse the children's natural curiosity. The school is well resourced and has a good selection of digital

recording devices making it easier for even the youngest children to make accurate measurements.

Much of the work is of a practical nature and will involve the children in observing, experimenting and predicting results within topics, such as Light, Sound, Electricity, Forces, Plants and Living Things. Some science work is developed through investigation and data handling. Each topic area is revisited every two years so that children can build on past learning and extend their understanding further.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

This is a vital skill for the 21st century and is taught both as a subject in its own right and to support and extend learning across the curriculum. Children develop their skills in many areas of ICT including word processing, data handling, simulations, multimedia presentations, searching the Internet and creating art and music.



The school has a purpose built ICT suite with 31 modern networked computers. There are also networked computers in the classrooms, as well as interactive whiteboards, which can be connected to computers for whole class teaching. The children also have the opportunity to use digital cameras, digital microscopes and sensors.

FRENCH

French is taught every week to children in Years 3 to 6 by our specialist French teacher. Younger children are introduced to the subject



by their class teachers through songs, games and a range of fun activities.

OTHER SUBJECT AREAS

The school believes that children learn best where the activities are meaningful and based on first hand learning. Children study cross curricular topics, where the different subjects are brought together under the heading of a particular topic or projects. Although the knowledge base of the topics is important, we are mostly concerned with developing the children's skills in the individual subjects. The subjects included in our topics may include the following:

Geography



Throughout Key Stage 1 and Key Stage 2, we capitalise on the school's location, which is on the border of the Peak District National Park and in a landscape rich in natural, industrial and social heritage. We use fieldwork extensively to enhance the development of pupil's geographical skills such as using and making maps, making observations, asking questions and thinking about the world around them. We arrange visits to Buxton, Castleton, Llandudno and the Goyt Valley and, by the end of year 6, all children in the school have carried out fieldwork studies on the local hills. The children study a range of natural features such as coastlines, rivers and mountainous

regions and observe and measure the weather. They are also encouraged to think about the impact of human and environmental factors on the development of Chapel-en-le-Frith and other communities.

History

Initially we focus upon the children's own history and the history of things such as toys and houses. Later we look at famous events in history, for example, the Great Fire of London, and the lives of famous historical characters such as Florence Nightingale. During Key Stage 2 we move to concentrating on distinct periods of history including the Romans and Vikings, Tudor England, the Victorians, the Egyptians and we consider what it was like for children who lived during the Second World War.

Skills are developed in enquiry, research and recording techniques, so that children can record their interest in the subject. Role play, visits, guest speakers and good quality commercial resources are all used to make the teaching of history meaningful.

Design and Technology



Children develop creative and practical skills and also learn about production processes in DT. They have the opportunity to use a wide range of materials, including wood, plastics, textiles and also construction kits. Pupils will take part in a number of design projects, including baking, pop-up cards, puppets and a variety of moving toys, such as cars and fairgrounds.

Art

A high priority is placed on allowing children the opportunity to develop their individual creative talent. The development of artistic skills is often taught through other subjects, particularly science or history/geography based topics.

Children are introduced to and taught how to work with a wide range of media including acrylics, water colours, charcoal and chalk and three dimensional work such as ceramics.

They also work with fabrics, wool, raffia and have the opportunity to work individually and on a larger scale collaborative work. From time to time working artists are invited to work alongside the children on major projects e.g. metal sculptures for the garden. Children are taught to appreciate the skills and work of others, including famous artists and designers.



Music



In the Foundation Stage children enjoy rhymes and songs and learn about rhythm through musical games in class. In Key Stages 1 and 2 children build on these foundations and begin to play a range of pitched and unpitched percussion instruments.

Children have the opportunity to take lessons with our peripatetic music tutors. They can choose from a range of brass instruments, strings, drums and percussion, piano and flute. We also have several groups throughout the school learning to play the recorder, including an after-school beginner's recorder group. All children learning an instrument have the opportunity to join the school band and take part in music concerts throughout the year in school and within the community.

Physical Education

Physical Education is an essential part of any child's development. It gives children the opportunity to progress in their physical, intellectual and social development and teaches children the importance of physical activity as a part of a healthy lifestyle.

There are two sessions of physical education each week, where the children practise and build on their skills throughout the Foundation Stage, Key Stage 1 and Key Stage 2, using both large and small apparatus as well as through creative movement and dance.

Our school is very well resourced with both indoor and outdoor equipment. We have two



good sized halls and a vast amount of outdoor teaching space. Healthy active children make positive contributions in many ways to school life and P.E. plays an important part in the life of the school. It is our aim to develop skills and build a sense of co-operation amongst the children. P.E. should be enjoyed by all children and we therefore try to make it interesting and fun for everyone.

The school has a strong commitment to competitive sport and offers a varied selection of after school sports clubs. The school is at the forefront of the New Mills and Chapel-en-le-Frith Area Schools Sports Association and takes part in all the events organised by the Association, such as netball, football, kwik cricket, cross country, short tennis and the more traditional area sports. The Association also has the objective of forging closer ties with Chapel High School and New Mills High School. Through this new school sports cluster we have been able to offer sports like Lacrosse and hockey to our older pupils as part of their normal PE curriculum.

Swimming instruction for children in Year 4 takes place at a nearby pool and is taught by a trained instructor. It is used both as a physical skill and for the development of the children's self confidence.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Staff at the school have long since regarded this area to be very important as it underpins the welcoming and friendly atmosphere, the striving for good manners, our healthy eating policy, our commitment to being an environmentally friendly school and the co-operative spirit of staff and pupils that you will find at school. PSHE is now planned using SEAL (Social, Emotional Aspects of Learning) materials. Sex education includes life beginning, changes and growing up. The resources used are available for parents to view in school. Parents will be given notice in advance of sex education lessons and have the right to withdraw their children should they so wish.

Chapel Primary School has achieved the National Healthy Schools Award and the Anti-Bullying Commitment (Excellent) status.



RELIGIOUS EDUCATION

The teaching of RE aims to develop a sense of awe and wonder in the children as well as helping them to learn to respect and care for others and develop good moral codes of practice.

At Key Stage 1 the children learn about the customs, cultures and beliefs of three principle religions represented in the UK. Christianity, Islam, Hinduism, Judaism and Sikhism are studied in greater depth at Key Stage 2.

DAY AND RESIDENTIAL VISITS

The curriculum is enhanced through a wide range of day visits to local places of interest. Such visits extend the children's understanding of the topic being

studied. Visits have included Macclesfield Heritage Museum, walks to places of interest in the local area, Bramhall Hall, Lyme Park, Castleton, Chester Zoo, Eden Camp, and Manchester Museum.

In addition, the children in Years 4 and 6 take part in residential visits. The children in Year 4 spend 3 days at a nearby outdoor activity centre, where they have the opportunity to try rock climbing, abseiling, night walks and river scrambles. In Year 6 the children spend 5 days in the Lake District, staying at the Youth Hostel on the banks of Derwent Water.



All of these visits, which are thoroughly risk-assessed, support and extend academic learning and personal development and we believe that as many pupils as possible should take part in this important aspect of school life.

ASSESSING YOUR CHILD'S PROGRESS

As the children move through the school their progress will be continually assessed using a variety of methods. Assessments help the teacher gauge whether the child is making progress and identifies the next steps in their learning. The most widely used assessments are known as continuous assessment. This takes place within the classroom and may include observations, oral questioning, marking of work, or more formal methods, such as tests. Teacher assessments in reading, writing and maths are completed three times a year, assessing pupils against national curriculum levels. These judgements are sometimes backed up by formal tests. Findings from these assessments are available to parents at any time during the school year, but particularly at the twice yearly parent consultation evenings.

Baseline assessment is carried out for children in their first term in school, whether this is in nursery or reception. When the children leave the Foundation Stage, they will have been assessed against the National Early Learning Goals and given a Foundation Stage Profile score.

COLLECTIVE WORSHIP

Daily assemblies are often Christian in nature, or based on spiritual or moral themes. They will often contain singing and prayers, the teaching of religious, moral or social issues, celebrating religious festivals, as well as celebrating children's achievements in school. Assemblies are an important part of school life, as they help to promote issues such as caring for others, self-respect and working together.

Parents wishing to exercise their right of withdrawal from school assemblies and religious education should contact the Headteacher.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We are an Enhanced Resource School and therefore have additional resources including experienced Staff to support children with a wide range of needs. Children with Special Educational Needs are offered a range of support depending on their individual needs. Chapel Primary School is a fully inclusive school and aims to ensure the provision of a differentiated curriculum, in which a range of individual abilities and needs in any class is

addressed through teaching styles, materials and tasks set. Children will usually be supported within the classroom, withdrawing them only for occasional small group or individual work when appropriate. However, some children may have 'special needs' and require extra support to enable them to reach their full potential. These children may have learning difficulties, be exceptionally able, have a physical disability or be experiencing emotional or behavioural problems.

Continual assessment, both formal and informal, takes place throughout the school and teachers raise with the parents and the Special Needs Coordinator any concerns they have regarding individual children's progress. Strategies are then put in place to support the particular needs of the child through carefully structured programmes, either in small group or individually. These are regularly reviewed and updated to provide the best support at all times.



If, despite these interventions, a child still does not make progress, the school will seek advice and further assessment from a wide variety of outside agencies, such as Speech and Language therapy, Pupil Behaviour Support, Educational Psychology and Social Services. Parental consent is always sought before any external assessment is requested.

GIFTED AND TALENTED

The majority of children at our school have their needs met within the classroom, through well planned and differentiated lessons and activities. However, the school recognises that a small number of our children may possess a talent in a particular area, or are considered to be gifted in one or more subjects. The school keeps a register of these children and our leading teacher for gifted and talented children co-ordinates the provision for these children. This may be within school, or working with other similar children from local schools.

EXTRA CURRICULAR ACTIVITIES

A wide range of lunch time and after-school activities are available for the children. Coaching in gymnastics, football and multi-sports are available every week from professional sports coaches. A wide range of other sports activities led by school staff are also available to the children after school. Musical activities such as recorders and the school band are also available as school clubs. Strings, percussion and flute lessons are on offer during the school day, as well as the opportunity to learn to play a range of brass instruments. Other clubs include dance, art, chess, puzzles and environmental studies. Please see our website for an up to date list, or contact the school office.

The 'Before and After School Club' is called Snowball and runs every day from 8.00 – 9.00 a.m. and from 3.15 - 5.30 p.m. For more information about Snowball Club please telephone Mrs Sharon Wood on 07890 962529

GOOD BEHAVIOUR AND DISCIPLINE

At Chapel Primary School, we have the highest expectations for the behaviour of our children. We aim for all of the children to be polite, considerate and sensitive to the needs of others.

Children are encouraged to develop self discipline through a positive approach to their behaviour. The school's behaviour policy is based on praise and co-operation.

Inappropriate behaviour is dealt with by the class teacher or, if required, by the Deputy Headteacher or Headteacher. Whenever there is cause for concern about a child's behaviour, we would always involve the parents, so that home and school can work together to solve any difficulties.

We promote diversity for all and do not tolerate any form of behaviour that discriminates on the basis of race, colour, culture, faith, disability or gender. There are firm sanctions for the perpetrators of such incidents, which follow the school's behaviour management policy.

Similarly, we do not tolerate any form of behaviour that involves bullying. All reports of bullying will be dealt with in a serious and sensitive way, in line with the school's anti-bullying policy.

ATTENDANCE

Our school is committed to promoting the welfare of your child through regular school attendance. We know that every day lost to education can have a serious impact on your child's attainment and overall progress in school.

We are therefore fully committed to promoting school attendance by providing an environment and ethos where children feel safe and can build positive relationships with their peers

We expect that in return parents ensure that their child attends school regularly and punctually and that holidays in term time are avoided.

It is also important that your child is punctual; consistent lateness is detrimental to his or her progress and disrupts the start of the day for the class.

We acknowledge that nursery age education is not compulsory, but would wish to make it clear to parents that any child who is frequently absent, but is not ill, may lose their nursery place. Places at Chapel Primary School are in high demand and we hold a list of children who are waiting for a vacancy. For this reason, absences are monitored closely.

For the year 2009/10 the percentage of half days missed was 5.6%, with an unauthorised absence rate of 0.3%. This is below the national average.

HOMEWORK

Homework is a valuable tool for learning. It reinforces the importance of schoolwork as learning for life and extends and strengthens the home-school partnership which is so important.

Homework offers children the opportunity to practise, consolidate and reinforce skills and concepts learnt in school, parents the chance to work with their children and share in their learning, and teachers the information needed to assess how well pupils have understood what they have done in class. Homework is most successful when an effective dialogue occurs between home and school. Parents are encouraged to check and sign their children's

work and to contact the class teacher should there be any concerns about the nature of the work set.

Children should expect the following approximate amounts of homework per week.

Reception	Daily reading of favourite books and daily practice of phonic sounds
Year 1	Daily reading, weekly spellings to practise, regular research for class topics
Year 2	Daily reading, weekly spellings, literacy/numeracy or topic-based work periodically
Year 3	Daily reading, weekly spellings and tables/number work and 1 piece of literacy/maths/science/topic work per week. Occasional long term projects
Year 4	Daily reading, weekly spellings and tables, 1 piece of literacy and maths per week
Year 5	Daily reading, weekly spellings and tables, 1 piece of literacy and maths per week and 2 large scale projects during the year
Year 6	Daily reading, weekly spellings and tables, 1 piece of maths per week, 6 topic-based activities per year and preparation for formal assessments in spring terms.

SCHOOL LUNCHES



Eating together at school is an important part of the children's social education. The meals are cooked on the premises and provide a nutritious midday meal.

Alternatively, you may wish to provide your child with a healthy packed lunch, or take your child home for lunch.

The school employs 16 lunch

supervisors, whose role is to provide the children with structured and enjoyable activities during the lunch hour, supporting the children with developing important social skills. We encourage courtesy and good manners throughout lunch times, and children who display these qualities are chosen to be 'finer diners', and have their lunch with the Headteacher and Deputy Headteacher



MID-MORNING SNACKS

Fresh fruit is provided free of charge for the children in the Nursery, Reception class and Years 1 and 2. This is shared between the children each morning, just prior to playtime.

Children in Years 3 to 6 are encouraged to bring in to school a piece of fresh fruit daily, which can be eaten during morning break. A healthy tuck shop for children in KS2 operates daily.

Sweets, chewing gum or fizzy drinks are not to be brought into school at any time.

MILK

Fresh milk is available daily free of charge to all children up to the age of 5.

DRINKING WATER

We encourage children to drink plenty of water during the day. Water is available in all classrooms. Alternatively children may bring their own water into school, making access easier during lessons.

ADMISSION PROCEDURE



Children are admitted to the Nursery in the term after their third birthday provided there are available spaces. The children are offered five sessions per week, either in the morning or in the afternoon. Children are welcome to start with fewer sessions, on the understanding that all five sessions are taken up as soon as the child is ready. The school does not share funding with another provider.

Governors are responsible for Nursery age admissions. Governors use clear criteria to allocate places and a copy will be made available to you when you put your child's name on the waiting list.

The Admissions Procedure to Derbyshire County Council Maintained Schools is clearly explained in the 'Information for Parents' booklet, published each autumn by the Local Education Authority. A copy is available from school. Similarly, the admission procedure for any child with a disability is managed by Derbyshire County Council.

PARTNERSHIP WITH PARENTS

When your child joins the school, you will be invited to sign our Home-School Agreement, along with your child and the Headteacher. This agreement covers all the important aspects of school life with which we hope you will give us your full support during your child's time at the school.

The children's progress is discussed three times a year. There are two consultation evenings when parents have an opportunity to see their children's work and meet the class teachers. Each parent will receive a written report of their child's progress towards the end of the summer term,

If at any time you have a problem concerning your child, please do not hesitate to contact the school. Parents of children in Early Years and Key Stage 1 are welcomed into classrooms in the morning, and all teachers are available at the end of the school day. An appointment can also be made to see the Headteacher or Deputy Headteacher.

General information is provided for new parents in an Information Pack and newsletters are also sent out on a regular basis.

We are always very pleased to welcome parent helpers at school. You can help in any of our primary classes with a wide variety of tasks. Please contact the school if you are interested.

SAFETY AND SECURITY

The children's safety is of paramount importance. Any visitors to the school during the day are only admitted through the school's main entrance and all are required to wear identification badges.



All children from Nursery to Year 2 are to be brought directly into school by their parents, where they will be welcomed by the staff. Similarly parents also collect their child directly from outside the classroom at the end of the session/school day. Parents are requested to always tell a member of staff before taking their child home, or if someone different is collecting their child. We do not allow children under the age of 16 to collect the children.



Children from Years 3 to 6 are able to walk to and from school unaccompanied, if parents so wish. However, once on the premises, children are not allowed to leave until the end of the day. Staff are always available to meet parents at the end of the school day. Children are encouraged to cycle to school if accompanied by an adult.

Once children have passed their cycling proficiency test they may cycle to school unaccompanied. Children are also permitted to travel to school on a scooter.

Parents are requested not to use the school car park when dropping off and collecting their child.

SAFEGUARDING CHILDREN

Parents should be aware that the school is required by law to take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or any other form of abuse, the Headteacher is obliged to follow the Child Protection Procedure established by the Derbyshire Safeguarding Children Board and inform Derbyshire County Council of the concern. Please let us know at once if your child has an accidental injury so that misunderstandings do not arise. The school has a comprehensive Child Protection Policy which is available from the website or on request from the main school office.

PARENT-TEACHER ASSOCIATION

The Parent Teacher Association runs events throughout the school year to provide enjoyable social events for pupils and their families and to raise funds for extra school equipment. All parents are automatically members and welcome to attend all meetings, which are held approximately once a term. These meetings take place both in the mornings at school or in the evenings at a local meeting place. Our PTA has most recently funded an environmental project in the school grounds, and has helped us to purchase large expensive items like staging for school plays, interactive whiteboards, an adventure trail for the



playground, books for the new library, as well as numerous smaller items which help the school to be an extra special happy working environment.

LINKS TO SECONDARY SCHOOLS

The majority of children transfer from our school to Chapel-en-le-Frith High School, which is a member of the Blackbrook Group of Schools. However, a small number of children have also transferred to Hope College.

Our school has developed very close links with Chapel High School, with many shared activities for children and also joint training initiatives for staff. Our Year 6 staff liaise with the Year 7 tutors very closely prior to transfer.

COMPLAINTS POLICY

We obviously hope that your child's time at school is a happy and productive one. However, we recognise that there may be an occasion where you as a parent are unhappy about something. Our aim for dealing with such situations is always to treat each complaint seriously and endeavour to resolve the problem as effectively as possible. The majority of complaints can be resolved very easily by talking to a member of staff or if appropriate a parent governor. In the unlikely event the matter cannot be resolved informally, it should be referred to the Headteacher. If the matter remains unresolved, it should be brought to the governing body. A copy of the school's policy on dealing with complaints is available from the school office or website.

KS1 AND KS2 ASSESSMENT DATA 09/10

	KS1		KS2	
	L2+ (%)	L3 (%)	L4+ (%)	L5 (%)
English				
Reading	79	19	82	46
Writing	61	11	65	28
Overall	/	/	78	35
Maths	74	9	72	26
Science	74	4	82	38

We hope that the information given here helps to introduce Chapel-en-le-Frith C of E VC Primary School to you. All details were correct when printed but there may be changes during the year. If you have any further queries do not hesitate to contact us by telephone, letter or by calling in to visit.