



# PROSPECTUS & SCHOOL HANDBOOK 2017 – 2018

*Quotes from Ofsted Inspection Report June 2013:-*

**“Pupils’ achievement is outstanding. They typically have attainment which is well- above average and make outstanding progress from their starting points.**

**Teaching is outstanding. Work is challenging and pitched at exactly the right level for all pupils. Marking is very well done so that pupils are clear about the level of their work and know how to improve it.**

**Teaching assistants are exceptionally skilful at supporting and teaching pupils of all abilities.**

**The excellent curriculum excites pupils, helps them see the links between subjects and offers them many chances to practise their writing and mathematics.**

**The school offers excellent care and support and provides extremely well for pupils’ spiritual, moral, social and cultural development.**

**Pupils’ behaviour is excellent; they say they feel extremely safe. They like the way the school helps them to learn alongside and make friends with pupils in other schools.**

**The leadership of the headteacher is excellent. She has maintained the school’s outstanding status by improving teaching. She has excellent procedures to check the progress of individual pupils.**

**With the governing body, the headteacher has an extremely clear view of the school’s strengths and relative weaknesses. They have skilfully managed the federation of two schools to the benefit of staff, pupils and the local community.**

**This is clearly a school that continues to improve.”**

If you wish to see a full copy of the inspection report, ask the School Secretary to get you a photocopy, or see the Ofsted website: <http://www.ofsted.gov.uk>.



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# Welcome to Castleton Primary School

Welcome to our School. Castleton Community Primary School is at the heart of a busy, caring and motivated community. The school is well supported by a large number of local people, as well as parents and relatives of the children, who all show a huge amount of commitment and support towards its future development.

There will be a number of opportunities for you to be involved with the school and for us to meet. Our regular newsletters will keep you informed about day to day events. You are also most welcome to come into school and work with your children if you wish. An extra pair of hands is always a bonus and your children would be delighted to share their learning with you.

Please feel free to let us know if you have any questions or concerns. We are always seeking to provide the best for the children in our school, and your contributions and comments are very important to us. We are very much looking forward to meeting you and getting to know you and your children. Our aim is to develop this partnership and ensure your children's health, happiness and success.

**Jane Douglass**  
**Headteacher**



# School details

Postal address:

Castleton Community Primary School  
38 High Street  
Castleton  
Whitby  
North Yorkshire  
YO21 2DA

Telephone/Fax: 01287 660496

Email: [admin@castleton.n-yorks.sch.uk](mailto:admin@castleton.n-yorks.sch.uk)

Website: [www.castletonprimaryschool.co.uk](http://www.castletonprimaryschool.co.uk)

School profile: [www.schoolsfinder.direct.gov.uk/8152256/school-profile](http://www.schoolsfinder.direct.gov.uk/8152256/school-profile)

Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

# Aims of the School

At Castleton Primary School we aim to:

- create a warm, supportive and stimulating school environment in which children feel happy, safe and secure, and are eager to learn.
- develop positive relationships founded on mutual trust, respect and good example,
- ensure all pupils are encouraged and supported in reaching their potential as learners,
- provide all children with a broad, balanced curriculum relevant to their needs and abilities,
- develop children as caring, sensitive and tolerant individuals who have a clear understanding of right and wrong,
- introduce children to a wide range of experiences and challenges which motivate and enrich their learning now and in the future,
- have high expectations of all children in terms of learning and behaviour,
- value all children equally, upholding their rights regardless of gender, ability, disability, colour or race,
- promote a strong partnership with parents based on shared information and responsibility for children's learning,
- promote links with the Esk Valley Alliance and other schools to enrich the experience we can offer our children.
- serve the community well, encouraging and welcoming support, co-operation and interest, and inspiring confidence and pride in the work of the school,

# Admissions Policy

Statutory school age, that is the age at which a child has a right to a formal education, is the term after the fifth birthday. Before that date parents may exercise their right to defer admission to school.

**Our admissions policy** is as follows:

Children who were born between the 1<sup>st</sup> September and the 31<sup>st</sup> August the following year are eligible to be admitted to school in September.

However, parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age (compulsory school age is the term of their child's fifth birthday) in that school year.

Parents have the right to request full or part time provision from day 1, if they wish. We aim to consider the needs of each child and would hope that the appropriate provision was made (and reviewed if necessary) following discussions with parents and previous settings.

Please note that parents are not able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

All children must be full time by compulsory school age.

To ease the transition into school life the children are invited to make morning visits to the reception class during the half term prior to admission. On two mornings the children will be invited to attend school and also to stay for lunch to further observe the larger school environment before starting school. The children will have the opportunity to observe the regular procedures of registration, chat on the mat, working routines, classroom arrangements, storage and the use of activities, the use of different areas, preparation for lunch, playtime, use of the cloakroom and toilets.

During the first half of term in school the children will be assessed according to the Foundation Stage Profile.

At the end of the first half term an interview will be arranged with the parents to re-evaluate the information gleaned during the transition process and in the light of the child's first weeks in school. Curriculum matters of a specific nature can also be addressed at this time if appropriate.

It is our intention that all children make a positive start to school life.

# Induction of new starters

At Castleton School, we make it high priority to develop early links with pre-school care. We work closely with Esklets playgroup in Danby and our nearest Primary School in Danby to promote continuity and effective communication and to ensure all children have similar, positive experiences during this transition stage.

We work with the children before they visit our school so that they get to know the staff and other children in school. We visit playgroup and arrange activity sessions, such as the Christmas Crafts session, where our new admissions are able to get to know other children who will be in their class.

All children and parents are able to visit us and spend time with us before their child's first day in school. We also arrange meetings for parents before, and after children start school. This provides opportunities for asking questions and sharing experiences.

You will be sent written guidance via playgroup, as well as from the school. This guidance has been carefully planned and agreed on by all parties involved. Your child will be assessed before they leave playgroup/nursery and details of the assessment will be forwarded to school. This is vital information and helps us to plan a personalised learning programme to suit your child.

As always, we hope you feel able to ask questions whenever the need arises. We hope to maintain a regular dialogue with parents so that we can provide the best care and education for all children. We will supply you with a book of strategies for parents to help with reading and to support their child's learning.

Please note: New starter Reception children can attend school in the mornings only, or full time, for the first two full weeks. We encourage all children to stay for dinner, so for the first two weeks part time children will need to be collected at 1pm. If there are any problems with these arrangements, please let us know. Parents are welcome to stay for dinner as well if they wish – please ask the class teacher to arrange this.



# The school day

## All children:

Arrive from:	8.50am
School begins:	9.00am
Break:	10.40am – 10.55am
Lunch:	12.00noon – 1.00pm
Break:	2.00pm – 2.15pm [Reception and Key Stage 1 children only]
School ends:	3.15pm

## Registration

The register is called at 9.00am. The register is an important legal document which must be marked accurately and on time. Please make sure your child is in class by 9.00am so s/he is present when the register is called. Punctuality is important both at school and later in life.

## Notifying school of a child's absence



If your child is absent from school for any reason, **it is extremely important** that you let the school know, as the reason for absence must be recorded in the register. A phone call to school at around 8.50am should be made to inform the school of absence (this should be done on every day the child is absent).

A written note should also be brought in to school when your child returns after absence.

Improving school attendance is a government priority because children need to be in school to benefit from the teaching and learning opportunities.

## **Pupil leave of absence in exceptional circumstances during term time**

Acting under new Government guidance, the Governors of schools in the Whitby Area Schools Partnership will not grant leave of absence during term time from 1 September 2013, unless there are **extreme extenuating circumstances**.

We appreciate the difficulty some parents/carers may have in taking holidays in the summer break due to the seasonal nature of work in the area and the impact this may have on families. However, holidays are not considered to be an **extreme extenuating circumstance**. Therefore, holidays during term time will not be authorised and will appear on a student's attendance record as an 'unauthorised absence.' Any period of unauthorised absence of 5 days (10 sessions) or more, either in a block or over a four month period, may lead to you being issued with a Penalty Notice from the Local Authority.

It is still essential that parents complete a Leave of Absence Form so that school is fully aware of your child's whereabouts during term time. A Form should be obtained from the school office and completed by the parent/carer and returned to the school as far in advance as possible and at least **6 weeks** before the first date of the period of leave being requested. Parents/carers must obtain the schools permission **before making any arrangements for leave in exceptional circumstances; otherwise the absence will be recorded as unauthorised.**

**No parent/carer can demand leave of absence as of right.** The Education regulations state that applications for leave must be made in advance by a parent with whom the child lives and can only be authorised by the school in exceptional circumstances. Each application is considered individually by the school. The following are examples of the criteria for leave of absence, which may be considered as 'exceptional':

- Service personnel returning from active deployment
- Where leave is recommended as part of a parents' or child's rehabilitation from medical or emotional problems. Evidence must be provided.
- When a family needs to spend time together to support each other during or after a crisis

**Please note: Headteachers would not be expected to class any term time holiday as exceptional. All schools in the Whitby area have agreed with the exceptional circumstances criteria above.**

This is not an exhaustive list and Headteachers must consider the individual circumstances of each case when making a decision on this matter. Where a Headteacher feels that there may be exceptional circumstances which do not fit the criteria, they may refer to the local authority for advice. The decision of the Headteacher is final and, again, parents who take a child on leave in term time without the permission of the school risk being issued with a penalty notice fine for unauthorised absences, as detailed above. Taking a pupil on leave during term time interrupts teaching and learning and can disrupt educational progress.

# School Meals

The school is committed to promoting healthy eating as part of our Personal, Social and health education programme. Our school meals are an important way of presenting children with a range of healthy but appealing food choices, including a vegetarian option. Parents are welcome to join us for dinner as well if they wish – please ask the class teacher to arrange this.



School meals are prepared on site and the children all sit together, including those who bring a packed lunch. If you wish to change from packed lunch to school dinners or vice versa it would be helpful if you could give us two weeks' notice.

Mid-morning snacks, fresh fruit and drinks are also available daily from the school cook.

Dinner money (for children in years 3, 4, 5 and 6) and snack money is collected on Mondays; any cheques should be made payable to 'NYCC – Castleton C P School'. If

you wish to pay for a half term's or a full term's meals in advance, please contact the office to find out the correct amount.

**From September 2014, all children in Reception, Year 1 and Year 2 receive a “universal free school meal” at no cost to the parents/carers.**

The school and your child may also benefit from additional funding from Central Government known as Pupil Premium Grant if your child is entitled to a “statutory free school meal.” The Government has introduced the Pupil Premium to help children from low income families reach their full potential and to achieve higher academic grades at school. If you think your child qualifies, and to allow us to claim the funding, please ask the school office for a Free School Meal (FMB2) Form for completion. Children who receive free school meals are not distinguished in any way from those who pay.

If you wish your child to have a packed lunch, please support our healthy education programme by encouraging your child to eat healthily, e.g. include fresh fruit and vegetables and avoid high fat and high salt content food. Please do not bring sweets, chocolate bars or fizzy drinks in lunch boxes. Packed lunches must be in a named lunch box.

Once a week, children whose behaviour has been exemplary and/or who have eaten sensibly are invited to lunch at a special table. Children who take packed lunches are included in this scheme, and may opt to take a school meal on that day.

Water is provided for all children at lunchtime whether they take a school meal or bring a packed lunch.

The children are supervised at lunchtime by Midday Supervisory Assistants under the direction of the headteacher or teacher in charge.



## **Bringing money into school**

Parents are asked to send any money into school in a **sealed envelope** clearly marked with the child's name, the amount of money and what it is for. If possible, it is preferable for dinner money and any substantial amounts to be paid in by cheque. Dinner money cheques should be made payable to 'NYCC-Castleton CP School' and should be sent in weekly each Monday morning in a separate envelope from other monies. All other cheques, e.g. school trips etc., should be made payable to 'Castleton Primary School Fund'.

## **Water in school**

There has been much research promoting the importance of drinking plenty of water throughout the school day, therefore every child has supervised access to drinking water throughout the school day. In addition to the many health benefits, the evidence also indicates that there is a strong link between drinking water and increased concentration in children. Obviously, this could have a very beneficial effect on children's learning and progress. Research shows that plain water is best for rehydration and dental health.

Two water coolers are located in the school – one in the Key Stage 2 classroom and one in the Reception/Key Stage 1 classroom.

# **Extended Schools Provision (Childcare and out of Hours Activities)**

## **Childcare**

1. The school provides before and after school care for children aged 3 to 11 in the local and wider community in term time. The Breakfast Club runs from 8 to 9am at a cost of £3.50 (breakfast included) or from 8.30am (no breakfast) for £1.75. After School Club is by arrangement. Transport is provided between the school and Danby School and Esklets Playgroup (currently charged at £1 per day per child) every morning.
2. Esklets Playgroup at Station Yard, Danby, telephone 01287 660173, provides pre-school care all day on Tuesdays and Thursdays and Monday and Friday mornings in term time.

## **After School Activities**

There are activities and clubs after school most days at Castleton. These vary from term to term but include: Sumdog Maths, Netball, Football and Year 6 booster classes.

We are always looking for opportunities to work with other providers. For example, we actively promote and seek to develop links with members of the community seeking a venue for events or after school/evening classes. Our premises are offered as additional/alternative accommodation.

# Uniform and Lost Property

The school has a dress code which is detailed below. Sweatshirts, jumpers, cardigans fleeces, waterproof fleeces, polo shirts, T-shirts and hooded sweatshirts for PE with the school logo can be ordered from the school secretary. Orders usually take about two weeks but we do carry a small amount of stock in school. All children's clothing should be clearly marked with their names. Occasionally, children's clothes get lost at school or mixed up at break or PE changing times, and if this happens, you should ask the child's teacher or a teaching assistant for help in locating your child's property.

The emphasis on uniform, with the appropriate school colours, is to ensure that all our pupils feel part of our school team, look smart, and do not place too much emphasis on clothing styles and values.

Some aspects, such as footwear styles, are for health and safety reasons as well as the above.

- **Royal Blue** sweatshirt, jumper (round or V-neck), fleece or cardigan **with school logo**. School fleeces may be worn for outdoor use only, except in winter when they may be worn indoors.
- **Black** or **grey** trousers **NOT leggings, shorts or jeans** (or skirt/pinafore dress for girls, optional blue checked dress for summer). Boys may wear black or grey school shorts in summer.
- **White** polo shirt (with or without school logo)/shirt or blouse
- **Black shoes** without heels or large logos
- **Black, grey or navy blue** tights
- **Black, grey, white or navy blue** socks

## PE

**Navy shorts, white T-shirt** or "**Castleton**" **sports royal blue T-shirt**, optional royal blue "**Castleton**" sports hoody, **plimsolls** and a pair of **dark** jogging bottoms for winter and travelling to events. These should be clearly marked with the child's name, and are to be kept at school in a labeled drawstring bag and taken home regularly for washing.

## Children must have a change of clothes, including footwear, for PE



## Parents' visits into school

Parents may visit school at any time during school hours or by appointment outside school hours. If you wish to talk to your child's class teacher, please try to visit before school begins or at the end of the day so that lessons are not disrupted.

In the autumn term, you will be given information about various aspects of your child's education, including how you can support your child's learning at home. It is also planned to hold evenings for parents concentrating on specific areas of the curriculum.

Formal parental consultations are held in each of the Autumn, Spring and Summer terms for parents to view their child's work and discuss their child's progress and targets for development with the class teacher. Please do come to these evenings- they are important opportunities to share information about your child's education and find out what you can do to support your child in taking the next steps in their learning. You will receive a written report on your child's progress towards the end of the summer term. There will also be a chance to discuss the report with your child's teacher.

There are many other opportunities for parents to visit school throughout the year, such as performances, fundraising events, sports days etc. We hope you will be able to attend as many of these as possible.

### **Volunteer helpers**

We are very grateful to the parents who are able to spend some time in school working alongside the classroom teachers and teaching assistants. Parents may be involved in a number of activities such as reading, music, craft work and maths. If you have any spare time which you could share with us, please contact your child's class teacher. You would be most welcome.

### **PTFA**

The PTFA is a group of mainly parents, but also other drawn from the school community who get together to organise and run special social and fundraising events for the school. The PTFA's support is a strength of the school, and we are extremely grateful for their help in providing a wider and richer experience for the children. The PTFA are always pleased to receive offers of practical support and ideas for new events. **All parents are welcome** to all meetings and we are happy to accept whatever help you can give. The meetings are informal and the dates and details are given in the school newsletter. Forthcoming events are detailed in the school newsletter; we hope you and your family will join us at these events. Regular PTFA information is sent out with details of events and meetings. Please contact the school secretary if you need more information.

# Supporting your Child

As a parent, you will want your child to do well at school and there are many ways you can help your child achieve success:

- There is nothing more important than building your child's self esteem and confidence, so that they have a positive outlook and are willing to have a go.
- Take a real interest in their learning and achievements. This way you can show them that you think learning is important.
- Praise your child whenever you can, particularly when they are finding something difficult.
- Have high but realistic expectations which are appropriate for your child at that stage in their development. Remember, every child is different.
- If you want to help but are not sure how something is taught, please check with your child's teacher, who will be happy to help you. It is very hard to 'unlearn' an incorrect method or bad habit.

## Partnership with Parents

Castleton School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Castleton School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents.

The school's child protection policy is available on request or on the school website

[www.castletonprimaryschool.co.uk](http://www.castletonprimaryschool.co.uk)



# Behaviour Management

We have very high expectations of behaviour for all our children. During our recent Ofsted inspection, [June 2013], the inspectors commented, *“Pupils’ behaviour is excellent; they say they feel extremely safe. They like the way the school helps them to learn alongside and make friends with pupils in other schools.”*

The school has a clear policy for behaviour management which is based on praising positive attitudes and behaviour. We have several reward systems which operate throughout the school and children have many opportunities to earn extra rewards and privileges through good standards of work and behaviour.

Our high expectations of behaviour must also be maintained at break and over the lunchtime period when the children are in the care of the midday supervisory assistants.

Although our approach is based on being positive, there are occasionally times when sanctions have to be applied. Our ‘Get it Right’ posters inform children and adults of our structured and fair approach to promoting positive behavior. Parents are always kept informed of any significant problems and we really value parents’ support in dealing with such problems.

If you have any concerns about your child’s well-being or behaviour at school, please do not hesitate to contact us.

Our behaviour policy is based on respect for oneself, for others and for property. We expect children to obey the Golden Rules:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

If a child keeps the golden rules throughout the school week, s/he earns team points which are rewarded in ‘celebrations’ assembly. One child per week is also chosen as ‘star of the week’ and their photograph is displayed in the dining room.

# Bullying

Bullying is the deliberate attempt to hurt, threaten or frighten someone. It may take the form of physical, verbal or mental abuse and/or intimidation. It may take the form of excluding an individual from a group, which can be very hurtful.

**All incidents of bullying are taken seriously at Castleton School.**

Staff are always vigilant for signs of bullying but it can be very difficult to detect. Children and parents are actively encouraged to report any bullying behaviour to the child's class teacher or the headteacher. We can only deal with what we know about.

Dealing with bullying behaviour is addressed on a regular basis with children of all ages through Personal, Social and Health Education, through Circle Time and through assemblies.

The bully relies on the victim being too frightened to tell anyone about the bullying. "Do not suffer in silence" is the message that must be constantly reinforced in class work and on an individual level.

The school has a Bullying Policy, and procedures for dealing with incidents of bullying. Please ask the School Secretary if you wish to see the Policy.

# Teaching and Learning

The curriculum is what is taught in school. Teachers plan what they are going to teach each term using the Early Years Foundation Stage Framework and the National Curriculum, together with their own interests and expertise to make sure that all children receive a broad and balanced curriculum which is appropriate to their needs and stage of development.

You will receive information about the curriculum in your child's class via the school website. This is to help you support your child's learning outside school. Our aim is to provide every child with a structured curriculum which leads to the development of the skills and knowledge in each subject. We place great emphasis on the basic skills of literacy [reading and writing] and numeracy [number work], particularly in the early years of primary education. Even when children are older, much of their work still focuses on these skills although it may be linked to other subjects.

A child's education in primary school is split into three stages: the Foundation Stage, Key Stage 1 and Key Stage 2.

## The Foundation Stage

The Foundation Stage is the first stage in children's primary education. Teaching and learning in the Foundation Stage follows the Characteristics of Effective Learning (playing and exploring, active learning and creating and thinking critically) in each area of learning and development.

The areas of learning and development are divided into Prime Areas and Specific Areas. The Characteristics of Effective Learning and the prime and specific areas of Learning and Development are all interconnected.

The three Prime Areas of Learning development are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development.



These areas split into 8 distinct aspects and continue to be fundamental throughout the Foundation Stage.

The four Specific Areas of Learning and Development are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The areas split into 9 distinct aspects which include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

At the end of the Foundation Stage (end of Reception) children are assessed using the Foundation Stage Profile. Children are assessed in all 17 distinct aspects within the areas listed above. This is an individual assessment carried out by the teacher during normal lesson time. The children themselves are not aware of the assessment. The results of the assessment are fully discussed with parents.

## Key Stage 1

From Year 1 to the end of Year 2 the children are taught according to the National Curriculum at Key Stage 1.

The National Curriculum is made up of 4 statutory core subjects

- English
- Mathematics
- Science
- ICT

These subjects take up the largest part of the curriculum.

In addition there are 7 statutory foundation subjects

- Design and Technology
- History
- Geography
- Art
- Music
- Physical Education
- PSHE and Citizenship



We also teach basic French in KS1.

At the end of Year 2 children's progress in reading, writing, mathematics and science is assessed by the teacher. Statutory Assessment Tasks and Tests known as SATs are used to help the teacher make this assessment. These results are reported to parents together with comparative information.

## Key Stage 2

From Year 3 to Year 6 children follow the National Curriculum at Key Stage 2. Children continue to study the statutory National Curriculum subjects set out above. In addition, children are taught French. Towards the end of Year 6 all pupils are formally tested on reading, writing (including handwriting, spelling and grammar) and mathematics. These are the Key Stage 2 SATs and mostly follow a national timetable, with Year 6 pupils all over the country doing the same tests on the same day. It is very important that all pupils are present for the SATs as they cannot be taken at any other time. Each school's results are published and absentees can cause a significant reduction in the school's results.



**Religious Education** is also taught to all children. Our teaching is of a broadly Christian nature but includes other main faiths. Great emphasis is placed on children's personal, moral and spiritual development and understanding. Children also take part in a daily act of worship. Any parent wishing to withdraw their child from Religious Education should contact the Headteacher.

**Sex and Relationships Education** is taught as part of our policy for Personal, Social and Health Education. Information is given in an honest and simple manner appropriate to the age and maturity of the children with a particular focus on moral considerations and the value of family life.

**Physical Education** is an important part of the curriculum we offer all children. The P.E. curriculum includes gymnastics, dance, outdoor activities, swimming, athletics and games. All children will learn the skills of football, netball, hockey, rounders, tennis and cricket. The school uses the playground and the Village Hall for P.E., and the Castleton Play Area field for football, athletics and other games.



The school takes part in a range of competitive sporting events in the local area. We play friendly football, netball and cricket matches against local schools and take part in tournaments. Some of our sporting activities have been actively supported or run by school governors and/or parents. We are very grateful for their involvement.

All teachers in the school are qualified to teach P.E., and some teaching assistants have received P.E. training. Specialist outside coaching organizations are also used.

**Outdoor learning and forest schools** is an important part of our curriculum. GOAL opportunities (Get Outdoors and Learn) are integrated into our Long Term Plan (see school website).

## **Special Educational Needs**

Throughout the school there is a well established system of support for children with special educational needs. Mrs. Douglass is the school's Special Educational Needs Coordinator (SENCO). To meet pupils' special educational needs we can use the specialist expertise of staff within the school. In addition we can call on specialist advice and services from the Learning Support Service, the Behaviour Support Service, the Educational Psychology Service and the Educational Social Work Service of the Local Authority.

Parents are always kept fully informed of any concerns we may have about their children's progress. If you have any anxieties about your child's educational development please contact your child's teacher or the Headteacher at any time.

## **Gifted and Talented**

The school has a systematic approach to supporting those children who are achieving at levels significantly above the average in one or more areas of learning. The learning needs and progress of these children is carefully planned and closely monitored by both the class teacher and the Headteacher.

## **Homework**

We have a homework policy which covers pupils of all ages. A copy of the policy is given to all parents. If you have any questions or concerns regarding homework please see your child's teacher.

## **Music**



All children learn music as part of the National Curriculum. Some children may also have the chance to learn to play a musical instrument. At present children are receiving tuition from the Local Authority peripatetic service in drums, keyboard, flute, oboe, trumpet and strings, though other instruments may be available. Every year our instrumentalists take part in community concerts and festivals, most noticeably the Eskdale Festival at Whitby. All children enjoy visits by professional musicians throughout the year.

## **Residential Visits**

It is our policy to give children at the school experience of at least one residential visit at an outdoor centre, accompanied by staff from school. Once there, they are also supervised by staff at the centre who are experienced in outdoor pursuits.



# OUR PARTNERSHIPS

## 1. The Federation



The Federation of Castleton and Glaisdale is a new federation, with one governing body, since April 2013, although the schools have worked in partnership with one Headteacher since March 2012. It is a highly effective collaboration. Both schools are Teaching Schools and National Support Schools and the Headteacher is National Leader of Education – accreditations awarded by the National College of Teaching and Learning (NCTL) in recognition of the support we give to other schools. The schools, and federation, were judged as outstanding in the new Ofsted framework (June 2013).



*"Outstanding Together"*

## 2. The Esk Valley Alliance (EVA)

Castleton School is one of a number of small rural schools in the Esk Valley serving a sparsely populated rural area. Staff in the schools meet regularly to plan and train together, sharing expertise and skills. This cooperative approach extends to the children and we enthusiastically encourage them to meet up, work with and compete with children from other schools in the area. Through this approach we hope to extend children's social and educational horizons, and prepare them for the larger communities they will part of when leaving for secondary school. Whilst we would always seek to retain the identity of our own school, we recognise the importance of working with other small schools, particularly those closest in distance. It is our aim to share expertise and resources as often as possible to ensure our children have experiences of the highest quality. We hope to develop 'healthy' competition between schools and see the Esk Valley network as a logical, supportive progression from the days when small schools worked in isolation. The EVA is now sharing a common approach in the following ways:-



- Joint planning;
- Joint School Development Plan;
- Shared subject leaders working across the partnership with assessment in all subjects which is collated, moderated and analysed to create a self-improving system.

## 3. Whitby Area Schools Partnership

We work with all the Primary and Secondary Schools in the Whitby area to support the transition process for our pupils as well as taking part in many joint events for pupils and staff

## **Charging and Remissions Policy**

Educational visits and within school events are arranged from time to time to provide valuable first-hand experience and promote children's learning. These visits and events are often subsidised by school, but we sometimes ask for a voluntary contribution towards the costs. No child will be excluded from an educational visit or experience because of an inability to pay. However, we are very grateful for any contributions made as the school could not afford to pay the whole cost. The school reserves the right to cancel any visit or event if there is a shortfall in funding from voluntary contributions.

## **Remissions**

Section 200 of the Education Act 2002 requires that children whose parents are in receipt of the following payments are entitled to free school lunch entitlement and the remission of charges for board and lodging on residential school trips:

- Income Support
- Income-Based Jobseekers' Allowance
- Income-Related Employment and Support Allowance
- Child Tax Credit, provided you are not entitled to Working Tax Credit, and have an annual household income (as assessed by HM Revenue & Customs) that does not exceed the figure set by them.
- Support under Part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- A "Run-on" of Working Tax Credit – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

Please contact the school if you have any queries. Any discussions with the Headteacher, your child's teacher or any member of staff will be treated with respect and in total confidence. The school will do all that it can to ensure that all children are able to be included in all activities, and that none should be disadvantaged by lack of parental means or for any other reason. Please contact the school for further information.



# Complaints Procedure

The school has an established procedure for considering complaints from parents relating to the school curriculum, the charging and remission policy, religious education and acts of worship. Details of the procedure are available from the Headteacher or the LEA. It is hoped that parents would raise any concern that they might have with the Headteacher in the first instance.

# Health and Safety

## Security

All outside doors are locked to prevent access by anyone from the outside. This is to ensure your children's safety whilst in the school building. If you need to enter either building at any time, please ring the entry phone buzzer at the front door, and then the school secretary will let you in. As you leave please make sure doors are secure behind you. In case of emergency, all staff can open these doors from the inside.

## School Gates

The double gates at the front of the school premises should remain shut and with the latch over throughout the school day whilst staff are on the premises. Prams and pushchairs can be brought into the playground through these gates. These gates form our emergency access for vehicles and so there should never be any parking in front of them during school hours. The single gate should also remain closed during the school day.

## School Crossing Patrol

The school does not have a school crossing patrol, and parents are reminded that the High Street can be busy and dangerous. As part of our School Travel Plan targets, we ask parents to avoid bringing children to school by car whenever possible and promote walking for its health and environmental benefits.

## Parking

The entrance to the school is clearly marked with parking restrictions and parents bringing their children to school by car are asked to have regard to the markings. Additionally, the minibus taxi needs to park directly outside the single gate for safe boarding and alighting.

## Minibus transport to school



Transport is provided both in the morning and the afternoon from and to Commondale, Westerdale and Westerdale side. Decisions over children's eligibility for school transport are made by the Local Authority and are based on the distance between home and school.

Children travelling on the school taxi are escorted by a teacher to the minibus when leaving in the afternoon. All children must remain in their seats and wear seatbelts whilst on the minibus. We expect standards of behaviour on the minibus to be the same as they are in school, and we ask the minibus driver to report any unacceptable behaviour to us.

A child whose behaviour is unacceptable or compromises safety may be refused transport on the minibus.

### **Collecting Children from School**

Your child's safety and well being are our main concern, so we follow the Local Authority recommendation that primary age pupils may only be collected by responsible people aged 16 years and over. Please keep the class teacher informed of any changes in your collection arrangements.

### **Illness and Injury**

In the event of a child being ill or injured at school, parents will be contacted as soon as possible so the child can be collected from school. For this system to work effectively it is essential that the school has an up to date record of contact names, addresses and telephone numbers. Please let us know straight away if there are any changes to these details.

### **Health**

All children are seen by the school nurse soon after they start school. The school nurse carries out health checks on groups of children at various stages in their school career. If parents have any health concerns about their child they arrange to speak to the school nurse. Please contact the school office if you wish to meet with or speak to the school nurse.

### **Medicines**

Class teachers and staff cannot be responsible for administering medication to children. If it is essential that your child receives prescribed medication during the school day, please bring it in the original container to the main office. It must be clearly marked with the child's name and the dosage. The parents/carers must complete and sign the appropriate form, available in the school office, before the request to administer medication can be considered. **Please note that reception parents must also sign at the end of each day if we administer any medication to their children.** If your child administers their own medication (this includes inhalers) the parents/carers must complete a Self Administration of Medication Form, available in the office. Children who use asthma inhalers must keep these in the classroom so they are accessible when needed. It is the responsibility of parents/carers to decide if their child needs an inhaler in school and to make sure the child has one. Some children do not need to do this, and we will assume that it is not necessary if an inhaler is not brought to school and the required forms completed. Please note that no medication can be administered to the nose or eyes by staff.

### **Smoking**

Castleton Primary School is a no smoking site. Smoking is not allowed anywhere on the school premises by staff, parents, visitors or community users. The School has a No-Smoking Policy. Please ask if you wish to see the Policy or, alternatively, it can be accessed from the School Website.

# Welcome

Welcome to Castleton School.  
In castleton School everyone  
Smiles at you, So you should  
Smile back.



Be happy

# APPENDICES

## Staffing and Organisation

Headteacher	Mrs J Douglass
Teacher in Charge	Mrs R Grace
EYFS/Key Stage 1 Teachers	Miss V Garbutt Mrs C Barber
Key Stage 2 Teacher	Mrs R Grace
Advanced Teaching Assistants	Miss H Wilson (EYFS/KS1 class) Mr A Wilson (KS2 class) Mrs R Barrett (KS2 Part time) Mrs K Dowson (Relief) Mrs G Boyd (Relief)
General Teaching Assistant	Ms R Webster (Relief)
Sports Coach	Mrs H Medcalf
School Secretary	Mrs J Blacklock (works Monday, Tuesday, Thursday, Friday)
Cook	Mrs G Boyd
Midday Supervisory Assistants	Mrs G Boyd Mrs K Dowson Miss H Wilson
Out of School Club Coordinator	Mrs K Dowson
Caretaker & Cleaner	Mr D Wilson/Mrs K Dowson

Photographs of the staff are on display in the entrance hall.

## Term Dates 2017 - 2018

First day of Autumn Term	Tuesday 5 September 2017
Half Term	Monday 23 October to Friday 27 October
Last day of Autumn Term	Friday 22 December
First day of Spring Term	Tuesday 9 January 2018
Half Term	Monday 12 February to Friday 16 February
Last day of Spring Term	Thursday 29 March
First day of Summer Term	Tuesday 17 April
Bank Holiday	Monday 7 May
Half Term	Monday 28 May to Friday 1 June
Last day of Summer Term	Friday 20 July

Training days for staff when the children will not be in school are as follows:

Monday 4 September 2017  
Monday 8 January 2018  
Monday 16 April  
Monday 23 July  
Tuesday 24 July

# **Key Stage 1 and Key Stage 2 National Curriculum Assessment Results**

Results at the end of KS2 can be found by using the link below, unless the number of pupils is below 5. This is to ensure that the results of individual pupils remain confidential.

Please do bear in mind that in small schools individual pupils count for a large percentage of the results and one pupil who may have been unable to access the tests due to Special Needs or being absent on the day of testing makes a big difference to the overall outcomes for the school.

Results can be discussed with the headteacher or with your child's class teacher.

[http://www.bbc.co.uk/news/special/education/school\\_tables/primary/11/html/815.stm](http://www.bbc.co.uk/news/special/education/school_tables/primary/11/html/815.stm)

## **School Policies**

All the School Policies are on the School Website or, alternatively, you can obtain copies from the School Office.

# **Governors**

## **(Castleton and Glaisdale Federation Joint Governing Body)**

Our Governors play a vital role in our school life. Not only do they regularly meet as part of their role in the Leadership and Management of the school but they are also involved in many different aspects in the lives of the children whilst they are at school.

The Governing Body has members proposed or elected by various interests. There is a Parent Governor from each school. The Chair and Vice-chair[s] are elected annually at the first meeting of the year in September. The minutes of Governing Body meetings, with the exception of matters deemed confidential, are available for inspection in the school office. Please contact the clerk if you wish to see them. Photographs of governors are on display in the school entrance hall.

### Staff Governors:

Mrs Jane Douglass [Headteacher]  
Mrs Rachel Grace [Teacher]

### Parent Governors:

Mrs Joanne Kevan [Castleton]  
Mr Richard Prust [Glaisdale]

### Local Authority Governor:

Mrs Delia Liddle

### Co-opted Governors:

Mrs Louise Margetts [Chair]           01287 660412  
Mr Rob Hutt  
Mrs Denise Davidson [Vice-Chair]  
Mrs Sue Barlow  
Mr Dan Medcalf  
Mrs Polly Findlay

### Clerk to the Governors

Mr Paul Woodhead



## **Local Education Authority Contact Details**

### **Childrens and Young Peoples Services**

[Corporate Director, Peter Dwyer]

North Yorkshire County Council  
County Hall  
Northallerton  
North Yorkshire  
DL7 8AE

Tel: 01609 780780

Fax: 01609 778611

E-mail: [education@northyorks.gov.uk](mailto:education@northyorks.gov.uk)

The Education Office  
North Yorkshire County Council  
CYPS  
Jesmond House  
31-33 Victoria Avenue  
HARROGATE  
HG1 5QE

General Office: 0845 034 9467

Admissions Team: 0845 034 9420

Transport Team: 0845 034 9421

Welfare Team: 0845 034 9422

E-mail: [schooladmissions@northyorks.gov.uk](mailto:schooladmissions@northyorks.gov.uk)

## Other sources of information

School website: [www.castletonprimaryschool.co.uk](http://www.castletonprimaryschool.co.uk)

<http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/index.htm>

<http://www.dfes.gov.uk/> - information for parents and carers. [the Department for children, Schools and Families]

<http://www.teachernet.gov.uk/> [the education site for teachers and school managers]

<http://www.northyorks.gov.uk> [North Yorkshire County Council website]

<http://www.parentscentre.gov.uk>