

Hugh Joicey

C of E Aided First School

INTRODUCTION

This prospectus provides information concerning the School as required by the 1980 Education Act, for parents of pupils who are expected to enter the School from within the catchment area, and also for other parents who wish to know about the opportunities available. Information concerning the general arrangements in Northumberland is given separately in the County Education booklet, copies of which are available for parents of pupils who are starting or transferring Schools next September.
The details in this prospectus are correct at time of printing.

SCHOOL AIMS AND OBJECTIVES

Ford School is a Church of England Aided First School. Its Christian foundation is reflected in:

- Upholding Christian principles in belief and behaviour
- Clergy visiting the School regularly for assemblies
- Close links between the School and the Church for Church Festivals
- Places on the governing body being nominated by the Church
- A high priority given to the spiritual development of all in the School community

In addition to the values already expressed above, the School aims to provide for its pupils:

- A broad, balanced and relevant education for each child within the framework of the National Curriculum and Early Years Foundation Stage Framework for Reception children.
- A happy, caring and disciplined environment which encourages self-respect for the property and feelings of others.
- An understanding of and respect for the religious beliefs of our own and other cultures.
- An environment which fosters a good attitude to work, leading to high standards in both academic and all other aspects of the school life.
- Opportunities, as far as possible, to develop their individual talents and abilities.
- Opportunities to work individually, in small groups and as a whole class.

The school wishes to encourage:

- Parents to take an active role in their child's learning
- Close school links with other schools within the North Northumberland Learning Web and Berwick Partnership.
- Development of Pre-School and Parent and Toddler Group.
- Continued development of links with the local community.

HISTORY

Ford School has existed on its present site since 1957. It occupies a building which was formally The Delaval Arms, named after the then owner of Ford Castle. An arch in the School dates from that time. Subsequently it was the Rectory. The School had previously been located in the Lady Waterford Hall, which was commissioned by Lady Waterford as a School in 1860. In 1862 she began to cover the walls of the Schoolroom with scenes from the Bible. The models were the children in the School and their parents from the surrounding area. The hall is still used as the Village Hall.

GENERAL INFORMATION

Acting Head teacher	Mrs J. Dalrymple M.Ed.
School Governors:	Mrs. C. Douglas (Chairperson)
Foundation Governors	Mrs. J. Warner Hon. A. Joicey. Mr. M. Cuddigan Mr. R. Wailes-Fairbairn Rev. V. Dickinson (Ex-officio) Mr. M. Rawlings
Parent Governors	Mrs. R. Simpson
Teacher Governor	

TEACHING STAFF:

Acting Head teacher	Mrs. J. Dalrymple M.Ed
Reception	Miss A. Carr B.A(Hons)
Class 2	Miss. J. Connelly B.A.(Hons)
Class 3	Mrs. K. Green B.A(Hons) PGCE

NON-TEACHING STAFF:

Secretary	Mrs. A. Morning/ Ms. L. Wright
Caretaker	Mr. A. Hope
Cook	Mrs. A. Morning
Supervisory Assistant	Miss. C. Scott & Ms. D Strachan
Classroom Assistant	Ms. L. Wright & Mrs. A. Turnbull. Mrs. J. Caverner. & Miss. E. Craggs. Mrs. C. Fiddes & Mrs. Mrs. Z. Rawlings

A Pre School group meets in the Early Years Room five mornings per week from 8.45am to 11.45 am for children from two years to school age, with an optional lunch club from 11.45 to 12.40pm. Afternoon session Monday – Thursday 12.45 – 2.45pm The Pre School leader is Mrs. Carol Douglas, contact no: 07929403411

A Parent/Toddler group meets last Thursday in the month in the School Hall from 9.45 am until 11am.

Admissions Policy 2017/18

Hugh Joicey C of E Aided First School Admissions Policy 17-18

The governing body of Hugh Joicey Voluntary Aided Church of England School is the Admissions Authority for the school and they intend to admit up to 15 pupils to the Reception year group in September 2016-17. This arrangement follows consultation between the governing body, the LA, all other schools in the area and all other Admission Authorities in the area.

The school is open to receive applications for admissions from the parents of all children. We must give priority to children with a statement of special educational needs, which names the school.

In the event of the number of applications exceeding the number of places available priority will be given to applications in the order of priority indicated below.

Over-subscription Criteria

- Looked after children' or children who were previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.
- Children with a sibling at the school at the time when they would be admitted to the school.
- Children who live in the parish of Ford and Etal and the former parish of Duddo.
- Children of parents worshipping regularly and frequently at churches within the parish of Ford and Etal
- Children of parents worshipping regularly and frequently in another Christian Church who wish their child to attend this school because of its Christian foundation.
- Children who have special medical needs or other special circumstances, (supported by medical/professional opinion)
- Other children.

Tie Breaker

Where there are places available for some but not all applicants within a particular criterion, distance from home to school will be the deciding factor, with preference given to those whose home address is nearest to the school. Distance will be calculated using the Local Authority's computerised measuring system.

Waiting List

The school office will maintain a waiting list of applicants. This list will be kept until 31st December. In the event of a place becoming available in the appropriate class during the year and there being more applicants on the waiting list than places available, the selection criteria and tie breaker indicated above will apply.

Notes

'Looked after child' is a child who is in the care of the local authority in accordance with Section 22 of the Children Act 1989 at the time the application for admission to school is made and whom the local authority has confirmed will still be 'looked after' at the date of admission.

An 'adoption order' is an order made under section 46 of the Adoption and Children Act 2002.

A 'residence order' is an order outlining the arrangements as to the person with whom the child will live under section 8 of the Children Act 1989.

A 'special guardianship order' is an order appointing one or more individuals to be a child's special guardian or guardians.

'Sibling' refers to blood brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of a parent's/carer's partner – in every case the child should be living in the same family unit at the same address.

If applicants are seeking admission under the criterion of worshipping regularly at a Parish Church or other Christian church, they will be asked to provide evidence that they worship regularly, e.g. a letter from the incumbent. (Regularly and frequently is defined as attendance at least once per month over the last twelve months. It is sufficient for just one parent/carer to attend).

If applicants are seeking admission under the criterion of special medical needs or other special circumstances, they will be asked to provide appropriate evidence, e.g. a letter from a doctor or specialist. The evidence must clearly demonstrate why the school is the only school that can meet the child's needs. It should explain the difficulties that would arise if the child has to attend an alternative school. This evidence must be submitted with the application on or before the closing date. The governors must be satisfied that there is a specified medical reason which makes attendance at this school essential.

Parents are asked to let the head teacher know at the time of application whether their child has a disability. Parents should be assured that the nature of the disability is not grounds for refusing the application. The school will make every reasonable adjustment to ensure that disabled children are not put at a substantial disadvantage in accessing a full curriculum and that they will not be treated less favourably, without reasonable justification, than their able-bodied peers.

Multiple Births - Where there are more applications than places, children from multiple births will be given priority within each criterion. If a further tie break is necessary, distance between home and school will be used to prioritise applications.

Nursery admissions are entirely separate and parents are asked to note that attendance at the pre-school does not guarantee a place in the reception class.

Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the Chair of Governors at the school address.

If a place is offered on the basis of false information (e.g. address or Church attendance) or if parents do not respond within the stated timescale to the offer of a place the governing body reserves the right to withdraw their offer.

The school finds it very helpful to have an early indication of the number of children to be admitted to the reception class the following September. However, it must be stressed that formal written applications for admission must be made on the form provided by the Local Authority and returned to the Local Authority by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place by the Local Authority on 1st March 2017

_____ Chair of Governors

_____ Date.

Newcastle Diocesan Education Board

Supplementary Admissions Application Form for Voluntary Aided Church of England Schools

Hugh Joicey Church of England Aided First School

The school is open to receive applications from the parents of all children. However, in the event of the number of applications exceeding the number of places available, places will be given in order of priority indicated in our admissions policy.

The Governing Body of a Voluntary Aided School is the admissions authority and if the school is over subscribed the following information may be used when applying our admissions policy.

Applicant's name:……..

Do you go to church? Yes/No

If yes, what is the name and address of the church which you attend?

Please provide the name and address of the minister of the above church.

CLASS ORGANISATION

All classes are of mixed ability and gender. The grouping will be revised annually, taking into consideration the needs of the pupils and staffing available.

SCHOOL HOURS

Foundation and Key Stage 1

Morning Session	9.00 a.m. – 12.noon
Afternoon Session	1.00 p.m. – 3.15 p.m.

Key Stage 2

Morning Session	9.00 a.m. – 12.10 p.m.
Afternoon Session	1.00 p.m. – 3.15 p.m.

There is a short break from 10.40 until 10.55 in the morning, and a 10 min break in the afternoon.

Early Years Curriculum

The Early Years Curriculum

Our Early Years class is called Oak Class and is taught by Miss. Carr Children start in Oak Class in their reception year which starts in the September before their fifth birthday. Although we do not have nursery provision in school, we have Ford Pre-school on our school site which provides an outstanding start to our children's school career. We work very closely with the pre-school to ensure effective transitions between the two settings.

Children in their reception year follow the Early Years Foundation Stage curriculum (EYFS). This curriculum has been developed for use with children aged from birth to 5 years. It is based on child development and play based learning.

It has 3 prime areas – Personal social and emotional development, Physical development, and Communication and Language. These three prime areas of learning are the most essential for children's readiness for future learning and healthy development.

There are 4 specific areas of learning which build on the prime areas. These are Literacy, Mathematics, Understanding the world and Expressive arts and design.

Children are assessed in all these areas and evidence of their skills and abilities is gathered throughout the year. We also plan, observe and assess children against the characteristics of effective learning. These are key life skills like perseverance, risk taking and maintaining attention.

In Oak Class at Hugh Joicey CE Aided First School we use an approach called objective led planning. This means all of our planning is based on the children's interests and individual needs. We continually assess the children through play based activities and then plan next steps for them on their learning journey.

We also make use of our wonderful Forest School to enhance the children's learning experiences. Our Early Years children visit the forest with our Forest School leader, Miss Craggs, every Wednesday afternoon, but can use it to support other curriculum areas whenever needed.

The children's learning and achievements, both at home and at school are recorded in their learning journals, a lovely record of their year in Oak Class and the progress they have made.

Key Stage 1 and 2 Curriculum

Hugh Joicey Curriculum Statement

At Hugh Joicey CE Aided First School we aim to provide a broad balanced curriculum with progression of skills, relevance, purpose and challenge at its heart.

The children work from the programmes of study set out in the 2014 National Curriculum. All themes and topics covered in each term can be found in the long term plan section of the website.

English
We follow the recommended guidelines of the Primary Curriculum. English lessons are structured around units of work which includes learning in:

- reading
- writing
- phonics and spelling
- punctuation and grammar
- speaking and listening
- handwriting

Work in English may be linked to a cross curricular theme or topic or may be based on a particular genre of writing.

Reading is a key focus in all lessons. Children read in groups with the teacher and will also be given at independent reading book, which they are expected to read at home and at school. Additionally reading volunteers and school staff listen to children read twice weekly and ensure independent reading books are regularly changed. We use a wide range of reading schemes including Rigby Star, Collins Big Cat, Oxford Reading Tree, Jelly and Bean, Oxford Phonics and Code X.

Children are taught to write in a range of styles and for a variety of purposes. Writing skills learned in English lessons are reinforced through writing in a range of curriculum areas. Handwriting is taught separately in a weekly handwriting lesson, using the Nelson joined handwriting script. Children are expected to work towards a neat cursive style by Years 3 and 4, and to use skills learned in recorded work across all curriculum areas.

In Key Stage 1 Phonics is taught in a daily phonics session. We use LCP phonics plans based on Letters and Sounds. Children requiring additional phonics intervention in Key Stage 1 and 2 are taught using the Read Write Inc phonics scheme. In Key Stage 2 the emphasis moves from phonics to spelling rules. Spellings to learn are sent home weekly and will be related to spelling rules learned in English lesson, tricky words, or words related to cross curricular topics.

Mathematics.

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem solving skills and the ability to think in abstract ways, as well as being confident in mental and written calculation. Our approach is based on four key principles:

- A dedicated maths lesson every day
- Direct teaching and interactive oral work with the whole class groups
- Careful differentiation for mixed age classes
- An emphasis on mental calculation

We believe that in order to become confident mathematicians children need a firm foundation in understanding number, place value, number bonds and times tables before they can move on to calculate with larger numbers. Children learn calculation strategies and skills and are then encouraged to apply their skills to solve everyday problems across the curriculum.

Science

We believe that children will get the most out of the science curriculum if they are learning in a practical exploratory and investigative way. We encourage children to ask questions about the world around them and how things work. They are encouraged to explore ways to answer scientific questions and to find explanations for the results they get in their investigations. Through investigation each child has opportunities to develop essential scientific skills such as observing, classifying and fair testing as well as developing positive attitudes toward science work such as curiosity, perseverance and co-operation. These skills and attitudes enable a child to acquire an informed and critical understanding of the world.

Humanities

History and Geography are taught through our topic based curriculum. We follow the areas of study identified

in the National Curriculum document but also explore themes related to the rich and diverse local area such as the Battle of Flodden, The river Till and the history of our village and Lady Waterford.
In history we explore the lives of famous people and past events in Britain and the world. We aim to give the children as much first-hand experience as possible through a programme of visits and visitors, as well as referencing primary historical sources such as our old school log books. Our teaching aims to give children a comparison between the lives of people in the past and their own lives.
In Geography we explore our local area as well as the wider world. Children are taught the importance of looking after the environment and how to improve it, as well as learning about how some geographical features were formed and the impact they have on the settlements around them. Map work is an important part of our Geography curriculum and is reinforced by work in our Forest School.

Policies and General Information

Policies in School
All written policy statements and Schemes of Work are available from the Head Teacher for parents to read.

OFSTED
A copy of the report of the latest OFSTED Inspection is available in school for any parent who wants to read it.

Homework
The children are encouraged to take their reading books home with them and parents are asked to hear them read for a little each day if possible. The children will be given tasks to do at home to support the work in the classroom.

Assessment
The staff use teacher assessment throughout the time your child is at the school. These continuous assessments are also used to inform both teachers and parents of the progress of each child and to support their educational development. Pupils will be assessed in the first half term of school and again at the end of reception against the Early Learning Goals using The Foundation Stage Profile. This leads children on to the National Curriculum.
Children's reading is assessed through teacher observations Pira (Progress in reading assessment) Puma (Progress in maths assessment) and Salford reading Tests Termly,
Phonics Reading Test end Year 1

Special Educational Needs
The school recognises that some children have specific educational needs and significantly greater learning difficulties than others in their age group. The school recognizes that all children are entitled to full access to the National Curriculum and aims to give children that entitlement. Ford School Policy for Special Needs is available from the School office. We aim to identify children's special educational needs early so that we can plan appropriate provision. During each year in school the children with special needs are identified. Those needs are assessed and an action plan is drawn up with the Class Teacher and parent and then regularly reviewed. We aim to develop a partnership with parents, actively involving them in the process.
When necessary, we seek advice and support from outside agencies,e.g. the Educational Psychologist who gives advice and support to both teachers and parents. The School Nurse and the School Doctor are available to teachers and parents.

Equal Opportunities

At Ford School our expectations of pupils should not be affected in any way by gender, colour, race, disability or religion. We value and respect all children. We look towards children having the opportunity to reach their full potential. Equal Opportunities and Race Equality policies are available in school.

Behaviour Policy

Our School has a whole school Behaviour Policy so that children can have the best opportunity to learn to work and play together. Within this policy we follow the aims of the school (see page 1) and the School rules (see page 11). We encourage positive behaviour and reward it. We also have a weekly good work assembly.

Anti Bullying Policy

We do not tolerate any form of bullying in school either physical or verbal. Staff are alert to signs of bullying and deal with it firmly. We recommend that a pupil tells a member of staff about any cases of bullying. Misbehaviour in school is usually dealt with by a reprimand or the temporary withdrawal of some liked activity. If the misbehaviour is persistent the parents are invited to School to discuss the matter.

School Rules

To have a happy School, it is necessary to have an orderly atmosphere. The school rules are few. They exist for the safety and welfare of the pupils.

1. Children should not be on the school premises more than fifteen minutes before school starts without prior permission as supervision may be difficult.
2. Children should not leave the school premises at lunchtime unless they have written parental permission, or unless they have the permission of the Head Teacher or the teacher on duty.
3. All children's property should be marked with the child's name.
4. Children may not wear or bring into school anything that may be a danger to themselves or others.
5. No-one may run in the school building, except in P.E.
6. In P.E. lessons in the hall, children must either wear sandshoes or be bare-footed
7. Loss or theft of pupils' personal property (including jewellery) Children should not bring expensive items of personal property to school. The school cannot guarantee the safety of such items and the Authority cannot accept any responsibility for the loss or theft of pupils' personal property. When pupils are requested to bring sums of money to school, these will be collected at the earliest opportunity by an appropriate member of staff.
8. Jewellery should not be worn by children in school. Pupils who wear jewellery may expose themselves and others to risk of serious injury, particularly during practical lessons where machinery or apparatus is used and also during physical education and games activities. Reasonable exceptions to the rule that jewellery should not be worn might include the wearing of inexpensive watches and the use of "studs" by children who have pierced ears. However, both these items must be removed during PE and games activities.

SAFETY AT DISMISSAL TIME

1. Children traveling on school transport are escorted by a member of staff to the main gate then put onto the appropriate transport. The member of staff checks that the children have their seatbelts properly fastened before they start their journey.

2. All other children should be collected by their parents from the main school entrance Parents are encouraged to hold their hands until they leave the school premises through the playground and car park.

No Smoking Policy
We have a No Smoking Policy anywhere on school grounds.

CHARGING POLICY
The Governors ask for a voluntary contribution from parents towards some activities which take place,(e.g. educational visits, drama activities and transport associated with these visits). A detailed Policy is available in school.

CLOTHING IN SCHOOL
Children are requested to wear clothes that are clean, comfortable and appropriate. We have adopted school colours: a red "Ford" sweatshirt, available from the school, navy blue skirt or trousers. No jeans, football shirts or "track-suit" type trousers please. We also have a fleece jacket in school colours if parents would like one. Children may wear track suits on swimming days. All clothing to be clearly named.

PE KIT
P.E. Kit to be kept in School should include shorts, T-shirt and sandshoes or trainers.

PARENTS' VISIT TO SCHOOL
Parents are welcome to visit the school at any time. However, if there is some matter that will take time to discuss, parents are asked to contact the Head Teacher beforehand so that arrangements can be made to free the Head Teacher from her duties. As the teachers are fully engaged with a class of children all day it may be that an after school meeting will be necessary.
Parents are always welcome to help in the classroom.

PARENT TEACHER ASSOCIATON
There is a Parent Teacher Association, which meets each term and organises social and fundraising events. Tina Mulvey is Chairperson.

SCHOOL MEALS
A two course meal is provided daily. Menus are designed to meet the nutritional requirements of young children and to introduce a wide variety of food. Social training is also an important aspect of the lunch period.
In order to qualify for Free School Meals a family must be in receipt of Income support-. Only one form per family is required and these may be obtained from the School Office in strictest confidence.
Visits from parents to see the lunch arrangements are welcomed.
Provision is also made for those children who bring a packed lunch.
All money is collected on a Monday. The cost of a School meal is £2.00 per day (£10.00 per week). It is helpful if any money sent to School is in an envelope or purse with a note to say what it is for.
Milk is provided in School per term for the children 5 and over. The cost per term varies depending on number of days in the term. Under 5's are entitled to free milk.
Free Fruit is available at break times for Keystage 1. children in Keystage 2 who wish to have fruit can pay termly.

ARRANGEMENTS IN CASE OF ACCIDENT OR ILLNESS

In the event of a child becoming ill, or having an accident at school, the Head Teacher will need to contact the parents quickly. You are asked, therefore, to give the School a telephone number (or address) of an EMERGENCY CONTACT, in case you cannot be reached at home.

We are only allowed to administer prescribed medicines at school with parents' written permission.

Arrangements can be made for individual needs, e.g. Asthma.

Do let us know if anything has happened at home which may affect your child's behaviour, e.g. death of a pet.

COMPLAINTS AGAINST THE SCHOOL

We hope that any concerns will be resolved by informal discussions with the Head Teacher. If the situation requires a formal complaint about the curriculum, religious education or worship, a copy of the full complaints procedure is available from the office on request, as required under arrangements pursuant to Section 23 of the Education Reform Act 1988.

ATTENDANCE

The School must keep a record of all authorised and unauthorised absences and report these in the School Prospectus. An authorised absence is absence which has been authorized by a teacher – they include sickness, dental appointment.

An unauthorised absence is absence without leave from the teacher. This includes all unexplained or unjustified absences.

In the School year 2015- 2016

The percentage of half days (sessions) missed through authorised absence was 2.6.0%

The percentage of sessions missed through unauthorised absence was 0.9.

This does not include reception class pupils.

DATA PROTECTION AND SCHOOL HEALTH SERVICE

For many years schools and the School Health and Dental Services have worked together to ensure that all children in school Health are offered immunization, health and dental surveillance, advice and support. To do this the School Health and Dental Services need population databases – an up – to –date list of all children attending the school. These are used to provide programmes, including immunization against tuberculosis (BCG) and meningitis C and dental, hearing and vision screening. In response to changes in the Data Protection Act we are required to ensure that parents know that the school gives your child's name and date of birth to School Health and Dental Services for this purpose. This information will be shared unless you advise the Head Teacher in writing that you do not wish this to happen.

IN SCHOOL PRICE LIST.

Sweat Shirt	£8.50
Cardigan	£10.25
Hoody	£11.95
T. Shirt	£5.25
Fleece	£11.95

Dinner Money	£2.00 per day (£10.00 per week)
Milk	£11 per term (5years and over)
Swimming	£4.00 or £6.00 per family

Free School Meal application forms are available from the office in strictest confidence.

