



Prospectus

2016/2017

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Headteacher: Mrs L Gallagher

Chair of Governors: Miss K Sidat

PRIVACY NOTICE
for
Pupils in Schools, Alternative Provision and Pupil Referral Units
and Children in Early Years Settings

Privacy Notice - Data Protection Act 1998

We Carlinghow Princess Royal School are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information¹ and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some information about you to the Local Authority (LA) and the Department for Education (DfE)

If you want to see a copy of the information about you that we hold and/or share, please contact Khatija Salu-Huq, School Business Manager.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

<http://www.kirklees.gov.uk/community/education-learning/PrivacyNotice-Additional.pdf>

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

- Kirklees Council, Information Access Officer
Email: data.protection@kirklees.gov.uk
Telephone: 01484 221744
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>

Telephone: 0370 000 2288

¹ Daily attendance information for children under the age of 4 at Early Years Settings and Maintained Schools is recorded and monitored and may be sent to the LA, but is not sent to the DfE.



Aims of our school

- ❖ To succeed in working with parents and carers to maximise potential for our children and families to achieve economic well-being.
- ❖ To succeed in ensuring that every child enjoys their time in this school and that all children are appropriately challenged and know the satisfaction of success through hard work and effort.
- ❖ To succeed in ensuring that this school provides a healthy environment so that physical, social and emotional health is encouraged and developed.
- ❖ To succeed in maintaining an environment where families know their children are supported, safe and secure.
- ❖ To succeed in ensuring that every member of our school community feels valued and confident enough to make positive contribution to the classroom and / or school activities.

*With a relationship of trust and support
with parents, carers and this
school community
working together.....*

.....We Can and Will Succeed

Together We Can and Will Succeed



A Welcoming Statement from Khatija Sidat

Carlinghow School is a safe, caring and happy place where children enjoy being at school and value their place in their community. Our children understand the vital role learning has on their future well being and success in life.

Good education is a partnership between school staff, parents and children and cooperation between school and home is a key part in a child's development. At Carlinghow we pride ourselves on this relationship and do our utmost to see that every child's needs are met. The school has an open door policy for parents and carers.

The school provides a stimulating curriculum where children not only learn the key skills in the core subjects of English, Mathematics, IT and Science but also develop socially and emotionally through a wide range of creative arts, sport and cultural activities.

We encourage children to do their very best and to take pride in their work and in themselves. We expect the highest standards in behaviour, and attendance and especially in the way children relate to each other, to members of staff and to other adults.

We are proud of the progress Carlinghow School has made in recent years and of its understanding facilities. We have confidence that the high standards of the school will benefit your child not only in providing an excellent education but also in preparing them for further education and their life ahead.

Khatija Sidat
Chair of Governors



Welcome to parents and Carers

Welcome to our School, a beautiful modern building with everything you could ask for. Call in or phone and come and see for yourselves - our children will show you round.

We, the staff and the governors of the school, recognise the importance of providing a stimulating educational environment for the children within our care. We recognise the importance of making all the children feel special and cared for within that working environment. We know how important it is to work closely with parents and carers for the benefit of the children.

We know how important it is for children to be working in a CAN DO culture and how important it is to eliminate all negativity including negative racial, gender and other stereotyping.

SAFE GUARDING

Carlinghow Princess Royal School is committed to ensuring the welfare and safety of all children in school. All Kirklees schools, including Carlinghow Princess Royal School, follow the Kirklees Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. 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.

CHILDREN'S CENTRE

The Children's Centre provides a "one stop shop" for most of the agencies that parents and carers may expect to meet in the life of pre school age children.

Useful meeting rooms offer plenty of opportunity for parents and carers to access all sorts of different training to both interest and help you.

ADULT EDUCATION

Come in and sign up for any one or more of the following:

- Share-Supporting your child's learning
- Getting your child ready for school
- Reading Friends training



If you want a particular course and it is not on offer, come and let us know what you would like put on -we will do our best to provide it!

If you need to talk to the Headteacher please call in or telephone for an appointment. We do our very best to ensure that you are seen by a senior member of staff the same day or within 24 working hours.

Most of our children enjoy school

Carlinghow School

"I like this school, the teachers are nice and I like being with my friends"

"You can go to lots of clubs"

"It is good because the children come up with good ideas"

Behaviour Policy - includes an anti-bullying policy

Ofsted reported in February 2010, "The school is a calm and orderly environment". "It provides first-rate care, support and guidance".

School Council

"It is good because the headteacher knows what the children are thinking sometimes"

"It is good to get your ideas off your chest and tell people. Yes. School council is so they can share their ideas."

School Uniform

"I think it is good to wear school uniform then people know which school you come from"

Homework

"Homework is sometimes hard but people bring it back so their teacher knows you understand the lesson"

"I don't like numeracy homework and I think it is sometimes easy"

Breakfast Club

"It looks exciting"



"I like sport"

"It is good because you get to get a healthy breakfast"

"I like it because I can wake up properly and I can get a healthy breakfast and get warmed up for doing some work in our class"

"I don't want to go; I want to sleep in".

After school clubs

"I like the clubs because you're allowed to do any sport".



Parents / Carers and our School

Parents and carers (grandparents, foster parents, close neighbours) are welcome in school. We welcome your support and help. If you have any special talent and would like to help please let us know. We welcome adult helpers in school but please note that in the interest of child protection we will have to have names of all volunteers checked against the police list 99. This is to ensure that volunteers don't have any criminal conviction that either compromises the safety of children and staff in school or compromises the security of the building and its contents.

Communication and good relationships between home and school are essential if children are to get the maximum benefit from their education. Children need to know that parents and school are working together if they are to make progress. Sometimes misunderstandings occur on both sides. We would never deliberately offend or upset anyone, to minimise these please come and discuss problems with us immediately. We try to do the same.

Parents / Carer's Review Days

The school holds a parent consultation every term. If you need to talk to your child's teacher at other times, please either pop in or phone to make an appointment. We will do our best to meet you at a time convenient to yourself.

Parent Questionnaires

The school regularly canvasses the views of parents using questionnaires and the results are shared with the parents.

School Travel Plan

Our school is committed to every child matters initiative and by producing **a school travel plan to encourage as many pupils and parents as possible to walk or cycle to school**, we can support every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Carlinghow School's travel plan can help to improve safety, reduce congestion, establish safer walking and cycling routes and contribute to the environment.

The whole school will support this plan and embed it into the curriculum as part of the children's learning journey.



Attendance / Absence

Good attendance is important for your child's education.

Your child cannot keep up with the rest of the class if they are absent or late on a regular basis. Your child cannot keep up with the rest of the class if they arrive too tired to learn.

Our Attendance & Pupil Support Officer (APSO) visits the school every 2 weeks to check the registers. Where the registers indicate that attendance is below the national average they will either write to you and /or arrange a visit to discuss what can be done to improve the situation and give your child a better chance at making the most of their education.

School opens in the morning at 8:45am and doors open to classrooms at 8:50am (earlier if it is very poor weather); registration lasts until 9:00am. After this time a child will be classed as an unauthorised absence in our official register unless the office has received notification before to say that a child will be later or not attending for medical or other exceptional reason.

If a child is absent the school must be informed of the reason why e.g. illness, via telephone as soon as possible. Upon return to school we would expect a written note of explanation.

Dentists / Doctors / Clinics

We encourage appointments to be made outside of school hours but recognise this is not always possible. If a child needs to attend a medical appointment during school hours, then please come to collect your child from the school office and return him / her afterwards. No child will be allowed out of school unless accompanied by an adult

Term Time Holidays

As from the 1st September 2013, the DFE introduced two changes to term-time holidays and to the timescales for penalty notices.

Details can be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/a00223868/regulations-amendments>

The key points/changes are:

- The removal of references to family holidays and extended leave, as well as the statutory threshold of ten school days. The amendments make it clear that head teachers may not grant leave of absence during term time unless there are exceptional circumstances.
- Holiday lists are provided in advance to allow you to book your holidays and avoid absences which disrupt your child's education.

If a holiday is taken in term time and is not authorised by the headteacher, a Penalty Notice will be issued.



Medicines

Obviously medicines need to be very carefully looked after. If your child is receiving a course of medicine and you would like staff to administer the medicine you need to complete a form at the office giving permission.

Food in School

We are proud to be a healthy school and children are encouraged to eat as healthily as possible. We do not allow sweets, biscuits or crisps to be eaten in school. Children may either bring fruit to school for break times or they are able to buy fruit or a cereal bar in school. Children in Key Stage 1 are entitled to free fruit at morning break time

School Meals

Most of the children have a school meal and these are cooked on the premises. There is an element of choice although all children are told they must have a portion of fruit or vegetables on their plate. The meals are well prepared – evidenced by the fact that many staff have a school dinner! The Kitchens have been awarded a 'Healthy School' certificate. Copies of the menus are available from the school office. Children should not bring a drink to school to accompany a school meal. Water is always available.

Sandwich Meals

Sandwiches are available as a choice from the school dinner menu but some children bring sandwiches from home for school lunch. Please note that if bringing sandwiches from home we have no facilities for keeping these cool.

Children:

- need to bring sandwiches in a container for which they are responsible.
- are allowed to bring their own drink in a suitable container (no glass please) or they may have water from school
- must not bring hot drinks / soups etc. to school for the obvious reasons of both personal and food safety.

ParentPay

Our school is a cash-free environment. All payments into school for school meals, trips, clubs etc. must be made through our online secure service Parentpay. Parentpay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week.

You will have a secure online account, activated using a unique username and password; you will be prompted to change these, and to keep them safe and secure. If you have more than one child at our school or children at another ParentPay school, you can create one single account login for all your children regardless of which school they attend.

Making a payment is straightforward and ParentPay holds a payment history for you to view at a later date; no card details are stored in any part of the system.



If you do not have access to the internet, school will be able to provide you with a PayPoint card which will allow you to pay for school meals at PayPoint stores.

If you would like to learn more, please visit www.parentpay.com

Clothing / Uniform / Possessions

The school expects children to wear the school uniform. The uniform is a navy blue jumper with embroidered school logo; however, a plain navy blue jumper is acceptable. White or blue shirt with grey trousers / skirts. Black plain shoes must be worn and no designer named trainers are allowed.

Please ensure that your child's clothing is clearly marked with their name, the same applies to P.E. kit. In the winter months kindly ensure that wellingtons are named.

Uniform can be purchased from Rawcliffes Sports Shop in Dewsbury or Uniform Centre, Bradford Road Batley-next to the Mill Village

Jewellery

For safety reasons in the playground and during PE and swimming lessons, children should **NOT** wear earrings or any other jewellery. Sharp fancy rings should not be worn for the same reason. Children who are wearing any of the above will **NOT** be able to take part in PE or playtimes until they are removed. The school does not take any responsibility for any jewellery brought onto the premises.

During PE stud type earrings can be covered with a plaster supplied from home but they must be removed for swimming lessons.

Valuables / mobile phones

Children should not bring things of value to school such as large amounts of money, expensive toys or electronic games. **Mobile phones are not allowed in school** and will be confiscated if found, to be returned only to an adult member of the family concerned.

The school will not be held responsible for the loss of any such items.

Lost Property

Lost property is kept in a basket in the reception area outside the school office. Regular checks are made of this property. To help keep lost property to a minimum, **please ensure everything is clearly named**. Lost property that remains unclaimed after one month is discarded.

Accidents at School / First Aid

We have trained Paediatric First Aiders in School. However, this does not by any means make them experts. Every care is taken to prevent accidents and when they do occur the following procedure is adopted:

If simply a graze or slight cut, it is dealt with in school. Where it is thought necessary that the child should go home, every effort will be made to contact the parent or carer so that a responsible adult can come and collect the child.

In cases of emergency the child will either be taken to hospital and, at the same time, efforts made to contact the parents, or an emergency ambulance called for and the parents contacted.



Any child who bumps their head during the school day will be checked and supervised and a phone call will be made to inform you by a first aider. At the end of the day the child will bring home an accident slip detailing the injury.

It is extremely important that school is informed of any changes to contact details, addresses and phone numbers so that we are able to contact you in an emergency. Also please keep us informed of any medical conditions related to your child.

Road Safety

Please take extreme care at the start and end of every school day as traffic is very busy at these times. Children should never be allowed to cross the car park and should only cross the road into school at the marked crossing.

At the start and finish of the school day parents are not permitted to park in school grounds unless displaying a disabled badge.

Compliments and complaints

Things do go wrong sometimes and most of the time this can be resolved to everyone's satisfaction by talking the issue through.

If you wish to make a complaint it is much easier to take it directly to the individual who has upset, you or appears to have acted in a way that you are not happy with. If you have done this and are still unhappy please make an appointment to see the deputy head or the Headteacher. If the problem cannot be resolved informally and you wish to take it further you will need to make a formal complaint to the governors. You can do this by putting your complaint in writing to the Governors making clear exactly what your complaint is and that you want it to be formally considered. Letters should be addressed to the complaints committee of the governing body of Carlinghow School. The school office will ensure that this is forwarded to the right governors. Complaint policy / procedures are available from the school office.

A meeting of the Governors complaints committee will be called to consider the complaint and will make a written response to you. If you believe that Governing Body have dealt unreasonably with your complaint, you may then complain to the LEA or Secretary of State.

NB. Individual Governors have no authority to investigate a complaint. You are therefore advised not to complain to them as individuals as this could prejudice the case.

BUT although things can and do go wrong sometimes, it is far more common for things to go well. Please don't forget to let staff know when you are happy with what we/they do – it is always very motivating to be paid compliments!



Governors

The Governing Body meets on a regular basis and is made up of representatives from the Local Authority, teachers and parents along with co-opted members. At present we have five parent governors.

Miss Khatija Sidat – Chair of Governors
Mr John Broadhead - Vice Chair
Mrs Sue Furniss – Staff Governor
Mrs Khatija Salu-Huq – Associate Governor
Mrs Lesley Walsh – Parent Governor
Mrs Dawn Gilbert – Parent Governor
Mr Christopher Makin – Parent Governor
Mrs Gabby Hird – Staff Governor
Mrs Barbara Fretwell – Associate Governor
Mrs Christine Peel – Associate Governor
Mrs Nicola Jones – Staff Governor
Mrs Lindsay Gallagher - Headteacher
Mr Andrew Marsden – Community Governor
Mrs Veronica Horsfall – Community Governor

ORGANISATION DETAILS

Classes in School

The number of children on roll for September 2016 is 345, children are organised into classes as follows:

Foundation Stage - a morning or afternoon session for up to 26 children at a time for children aged between 3-4 years. We have 8 afternoon places taken up by children of 2 years old.

Foundation Stage - A September entry class of up to 50 children aged between 4 - 5 years (depending upon date of birth) for full time education

Key Stage 1- (5-7yrs) – - For classes year 1 & 2 children

Key Stage 2 (7-11yrs) - Key Stage is divided into lower and upper key stages.

Lower Key Stage 2 is years 3 and 4

Upper Key Stage 2 is years 5 and 6

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School Day

Please note: We expect all children from Year 4 (aged 8) and under to be brought to school and collected from school, by a responsible adult.

Morning Foundation Stage **8.45am to 11.45am**
Afternoon Foundation Stage **12.30 pm to 3.30 pm.**

Start of school for all other Foundation Stage pupils and Key Stage 1 and 2 children – 8.50am

End of school for all other Foundation Stage pupils aged 4+ years – 5 years and Key Stage 1 and 2 children – 3.00pm

Pupils may attend breakfast club which starts from 7.30 am at a small charge – places must be booked

Children should not be sent to school before 8.45 a.m. and should be picked up promptly at the close of school as no responsibility can be taken by staff for children outside these times.

Children attending after school clubs are expected to attend every session that the club is running and should be picked up promptly at the time given for the club to finish.

If you are unavoidably detained at home time, please ring school so that we can ensure that your child knows what is happening and so that suitable provision can be made for them.



The National Curriculum

We provide as balanced and broadly based curriculum as we can, in order to promote the spiritual, moral, cultural, mental and physical development of all of our children. We aim to prepare our children for the opportunities, responsibilities and experiences of adult life.

The aim of the National Curriculum is to provide -

- teachers with clear objectives for their teaching
- children with identifiable targets for their learning
- parents with accurate information about what their children are achieving

The National Curriculum is made up of -

Core subjects -

English
Maths
Science
ICT

Foundation Subjects -

R.E.
History
Geography
Design Technology
Music
Art
P.E.

Other things you need to know about the curriculum

Homework

All children are expected to do some homework – your child will be given the details each week or please see the classroom window for the homework details

Religious Education and Collective Worship

R.E. is taught in accordance with a locally agreed syllabus, which is non-denominational and reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking into account the teaching and practices of the other principal religions represented in Great Britain.

The law requires an act of Worship each day which the school provides either in an assembly or in the classroom. The worship is broadly Christian in nature, but does not seek to promote any particular Christian denomination. From time to time local church leaders and other members of the community may be invited to take part in Assemblies.

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If these arrangements in any way contravene your family's beliefs, children may be excused (after discussion with the Headteacher).

Sex Education

Formal sex education lessons are available for Y5 and Y6. The content of these lessons aims to be appropriate to the physical and emotional needs of 10 and 11-year-old children. The lessons are not compulsory. You will be notified before your child is due to have sex education.

While there is currently no formal sex education for younger children, questions are bound to arise when studying such topics as 'Ourselves'. All their questions will be answered in a way that is sensitive to the age and understanding of the child.

Parents are welcome, on request, to see our policy on Sex Education, which has been approved by the schools Governing Body.

Educational Visits / Charging Policy

All visits comply with LA guidelines relating to educational trips.

To comply with recent legislation regarding charging for visits the school operates a policy whereby parents are informed about a visit being made and are asked if they are prepared for their child to take part and whether or not they wish to make a contribution towards the cost. No child is denied access to an educational visit on the grounds of finance. The school reserves the right for a visit not to take place if it is found to be financially inappropriate.

Musical Instruments

A Music Trust is now in operation in Kirklees and charges are made for tuition by peripatetic staff. Please ask in the school office for further details

PE/Games

Children are expected to have a change of clothes for P E. KS2 children should have a kit for games and should always wear this kit each week. Older children will find a pair of football boots useful.

Children will be told what day they need their kit for or P E. They should always bring a note if they cannot take part. The school places a high importance on P.E. All children from Years 2 to Year 6 receive 2 hours of P.E. a week delivered by highly qualified sports coaches.

Swimming

Children in Years 3 & 4 go to the baths each week from September for a full school year. Children need to bring a note if unable to attend. Our normal baths time is Monday morning children who regularly cannot attend because of medical condition need only bring a medical note at the beginning of term. Swimming is a vital part of the curriculum and is treated as being very important. The school follows the policy and guidance provided by the LA. All children must wear swimming hats and boys must wear swimming trunks.



Assessment

Statutory Assessment of each individual child's progress will take place in Foundation Stage 2 and towards the end of each Key Stage i.e. 7 years and 11 years.

At the end of year 2 a KS1 child is expected to achieve between level 2c and 3 with the average at level 2b. Children with additional learning needs may achieve less but will have an individual education plan to record their success with.

At the end of year 6 a KS2 child is expected to achieve between level 4 to 5. Children with additional learning needs may achieve less than level 4 but will have an individual education plan to record their success with.

A Teacher Assessment (TA) of each child's progress will also be made at the end of each Key Stage. These assessment results are reported to parents/ carers.

Each academic year we assess children's progress in the core subjects half termly. If staff have any concerns about the progress your child is making they will ensure that you are aware of these concerns. Staff will also ensure that you are given clear ideas and activities to help your child overcome any difficulties they may be experiencing

Please discuss any concerns you may have with your child's teacher. It is only when parents, carers and school work together that children progress to the best of their ability

Children with Special Needs

Many children at some stage of their school life experience learning difficulties. If this is the case with your child, you will be contacted by your child's teacher to discuss the problem. An Individual Education Programme (IEP) may be drawn up for your child and your help and co-operation sought in implementing it. Should further help be required relevant L.A. support agencies will be contacted, with your permission, and asked to identify the precise nature of your child's needs and formulate an appropriate action plan. You of course will be consulted at each stage. The school's policy on Special Educational Needs is available on request.

Do talk to us about any concerns you may have about your child – we will do our best to help.

School Results & Performance Tables

Please click on the links to view the school results and performance tables.

<https://www.gov.uk/school-performance-tables>

<http://dashboard.ofsted.gov.uk/dash.php?urn=107636>

Attainment at the end of KS2 2016: Subject to validation.

	Number of pupils 30
Percentage of pupils achieving the expected standard in reading, writing and mathematics	37% of pupils
Average progress in reading based on KS1 2012 results	60% of pupils
Average progress in writing based on KS1 2012 results	60% of pupils
Average progress in maths based on KS1 2012 results	57% of pupils
Percentage of pupils achieving a high level of attainment in reading, writing and mathematics	0% of pupils
Average scaled score in reading	97
Average scaled score in Mathematics	99.6

Key Stage 1 & 2 results 2015

Key stage 2 results 2015

KS2 Results	2015 (45 in cohort)
Reading Level 4+	87%
Writing Level 4+	84%
Maths Level 4+	87%
Reading Level 5	27%
Writing Level 5	24%
Maths Level 5	22%
2 levels Progress Reading	72%
2 Levels Progress Writing	87%
2 Levels Progress Maths	85%
Level 4 in all, R W & M	70%
Level 5 in all, R W M	11%

Reception

71.05% achieved Good Level of Development = they are secure in all prime areas including Maths and Literacy. (National figure = 52%)

Key Stage 1

- Three children arrived 10 days before SATs this year

Reading Level 2+ = 79% (without new children = 85%)

Reading Level 2B+ = 70% (without new children = 75%)

Reading Level 3 = 19% (without new children = 20%)

Writing Level 2+ = 77% (without new children = 83%)

Writing Level 2B+ = 49% (without new children = 53%)

Writing Level 3 = 9% (without new children = 10%)

Maths Level 2+ = 88% (without new children = 95%)

Maths Level 2B+ = 77% (without new children = 83%)

Maths Level 3 = 21% (without new children = 23%)

Average point score progress (12pts expected by end of Key Stage 1)

Reading = 14.57 Writing = 13.48 Maths = 15.0

Phonics Results Year 1 = 79% achieved expected 32point score (national 69%)

Year 2 = 72%

Key Stage 2 TESTS

Reading Level 4+ = 73%

Reading Level 5 = 19%

Maths Level 4+ = 73%

Maths Level 5 = 14%

Grammar, Punctuation and Spelling Level 4+ = 49%, Level 5 = 24%

Key Stage 2 Teacher Assessment

Reading Level 4+ = 89% English Overall Level 4+ = 81% Level 5 = 19%
Reading Level 5 = 27%

Writing Level 4+ = 73% Science Level 4+ = 73%

Writing Level 5 = 5% Science Level 5 = 16%

Maths Level 4+ = 84%

Maths Level 5 = 27%%

Overall Average Point Score progress 26.0 meets expected score by end of Key Stage 2.

Key Stage 2 Broad Level Achievement

Reading 88% met or exceeded 2 levels progress

Reading 19% exceeded 2 levels progress

Writing 89% met or exceeded 2 levels progress

30% in writing exceeded 2 levels progress

Maths 76% met or exceeded 2 levels progress

Maths 22% exceeded 2 levels progress

- Three more children in cohort were needed to achieve level 4 for us to equal national figures.

Pupil Premium Groups in Key Stage 2

SEN

Reading Level 4+ = 75%

Writing Level 4+ = 71%

Maths Level 4+ = 71%

FSM

Reading Level 4+ = 76%

Reading Level 5 = 17%

Writing Level 4+ = 71%

Maths Level 4+ = 76%

Maths Level 5 = 14%

Year 3 Achievement

Reading 72% met or exceeded expected progress within the year

Writing 47% met or exceeded expected progress within the year

Maths 64% met or exceeded expected progress within the year

Year 4 Achievement

Reading 85% met or exceeded expected progress within the year

Writing 76% met or exceeded expected progress within the year

Maths 91% met or exceeded expected progress within the year

Year 5 Achievement

Reading 95% met or exceeded expected progress within the year

61% have already exceeded end of Key stage 2 expectations and a further 34% are on track.

Writing 97% met or exceeded expected progress within the year

68% have already exceeded end of Key stage 2 expectations and a further 29% are on track.

Maths 83% met or exceeded expected progress within the year

51% have already exceeded end of Key stage 2 expectations and a further 32% are on track.



Kirklees Admissions Procedure - Starting Full Time Schooling

Priorities for Admission

Places in community and controlled schools will be offered to children in the following order of priority.

If there are fewer applicants than there are places available, everyone who applies will be offered a place. When there are more applicants than there are places available there has to be a way of deciding which children are offered places. This is done by having admission criteria, also known as oversubscription criteria, which are considered in order. The Kirklees admission criteria are:

1. Children in public care (looked after children);
2. Children who live in the school's priority admission area (PAA) who have an older brother or sister attending from the same address at the date of admission (the younger sibling rule);
3. Children who live in the school's PAA;
4. Children who live outside the school's PAA who have an older brother or sister attending from the same address at the date of admission (the younger sibling rule);
5. Children who live outside the school's PAA

Community and controlled schools will admit children with statements of special needs where the school is named on the statement.

Notes

- A) Children in priority 1 above may be admitted above the published admission number (PAN)
- B) If we cannot agree to requests for admission in priorities 2 to 5 above without exceeding the PAN, we will give priority up to the PAN to children living nearest the school.
- C) Distance is measured in a straight line from a child's home address to the school.
- D) Measurements are calculated using six figure National Grid Co-ordinates taken from the National Land and Property Gazetteer. This grid reference relates to a point that falls within the permanent building structure corresponding to the address. The boundary of the building structure for the address is derived from Ordnance Survey's MasterMap. For smaller, residential properties the grid reference denotes a point near the centre of the building. For larger properties, like schools with, for example, multiple buildings and large grounds, the grid reference relates to a point inside the



- E) main addressable building structure. The distance calculated is accurate to within 1 metre.
- F) 'Live' means the child's permanent home at the date when applications close or, if a significant house move is involved, the latest reasonable date before the final allocation of places.
- G) For children transferring from first to middle schools, we will give preference in priorities 2-5 above (up to PAN) to children attending a first or middle school in the middle or high school PAA
- H) A PAA means a geographical area determined by Kirklees in consultation with the governing body of the school. It is called this because children living there normally have priority for admission over children who live elsewhere. It is also referred to as the catchment area.
- I) Children with statements of special educational needs are admitted to mainstream schools, special units and special schools separately from the general admission policies in this booklet.

In law, a child is not required to commence full-time schooling until the start of the term after the fifth birthday, however the Local Authority allows children to begin full time education at the start of the academic year when they have their fifth birthday.

Registration at a school is not a promise of a place in that school.

For the first few weeks' schools may have an induction programme for new starters. This may include part-time attendance.

Carlinghow School is a community primary co-educational establishment with no religious denominational affiliation, belonging to the Kirklees Education Authority, whose offices are at:

Kirklees Council

Civic Centre 1

Huddersfield

HD1 2NF

Tel: 01484 225007

The Director of Children's Learning is Alison O'Sullivan.

British Values

Promoting British Values at Carlinghow Princess Royal JI&N School

The Department for Education state that there is a need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Carlinghow School these values are reinforced regularly and in the following ways.

Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and pupil questionnaires. The elections of the School council representatives from each class and Head Boy and Head Girl are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has a Behaviour Policy, which is deeply embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons. Whether it is through choice of challenge; of how

they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices.

Mutual Respect:

Respect is one of the core values of our school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Carlinghow School underpins our work every day both in and out of the classroom.

Tolerance of Those with Different Faiths and Beliefs

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Carlinghow School enhances pupils understanding of different faiths and beliefs through religious education studies; P.S.H.E. work; participation in celebrations such as Diwali; welcoming visitors from other schools that are not predominately white British and enjoying a depth of study during themed weeks. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

Welcome to Carlinghow Princess Royal School. We believe that a close partnership between home and school is vital to help children and young people get the best from their education.

Home-School agreements are part of every school's partnership with parents. This agreement enables parents, teachers and pupils at our school to make a clear commitment to working together.

This agreement makes clear what is expected of teachers, parents and pupils, so that pupils will be able to work hard and be happy, safe and successful at school. We also hope it will help parents to take an active part in their child's education.

If you or your child has a problem or you need information, please always see staff in your child's class first.

If they can't help or can't resolve the issue Ask at the office or telephone to see: -

The Headteacher - **Mrs L Gallagher**
The Deputy Head – **Barbara Fretwell**
The Assistant Head – **Christine Peel**
The Assistant Head - **Khalil Patel**

Signed

For Carlinghow Princess Royal School

Mrs L Gallagher

For the Home

Parent/Guardian

Pupil

Date _____



**HOME-SCHOOL
AGREEMENT**

"Together We Can and Will Succeed"

Home will:

- Make sure children are fit to learn by having enough sleep and eating a healthy diet without too much sugar
- Ensure children attend on time every day that they are fit and well enough to do so
- Maintain high attendance
- Always attend parent's evenings
- Offer to help when you can with reading friends and other school initiatives
- Talk with staff - Tell us if there are any problems - Tell us if things are going well
- Help by signing the homework diaries (KS2 only)
- Ensure children wear sensible shoes that they can run and play in, without risk of injury
- Encourage children to wear the school uniform
- Set a good example in terms of appropriate behaviour and language at all times but especially in the school grounds and premises
- Support the school behaviour policy in order that all children in class can learn without fear of disruption or intimidation
- Give praise at home for good behaviour and work
- Abide by all school policies and procedures
- Adhere to traffic and parking regulations when on school property

School will:

- Make sure that parents have information about their child's work, progress and behaviour
- Do their best to ensure that letters get home even when a child has been absent
- Ensure that in every year group and every class children can access different experiences to enhance their life chances
- Tell parents if there are any problems
- Tell parents when there are successes – we like to know when our children have done well
- Ensure that there are avenues open to deal with any concerns and complaints within 24 hours (term time weekdays)
- Notify parents quickly of any injuries needing medical attention (always putting the child's needs first)
- Maintain homework diaries (KS2 only)
- Support parents in encouraging children to wear the school uniform
- Always see the best in the children and ensure that each day starts positively
- Make sure that all children behave in class and out at play so that all children can learn without fear of disruption or intimidation

Governors will:

- support the school
- ensure that any problems are dealt with effectively and quickly
- ensure that anyone intimidating children, parents or staff is dealt with appropriately

Pupils will:

- Come to school ready to learn
- Work hard in lessons
- Attend regularly and arrive on time
- Keep school and class rules
- Do homework and return it on time
- Read regularly and return books to school
- Take home letters, notes and reports from school and give them to parents/carers.
- Talk with parents/carers, teachers and staff about any worries in school

We want your child to be happy with us – please tell us if you have any worries or concerns. Our Learning Mentors will help you talk to the teachers if you want them to.

Our behaviour mentors, Alison Killeen Helen Griffiths Jenni Marchant, help us develop good behaviour in school.

They will also help you deal with any behaviour problems at home – just ask to speak to them.

