

The Mount

Junior Infant & Nursery School

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Website: www.mountjschool.co.uk

Head Teacher: Mrs A Mulligan



Reason ◆ Resilience ◆ Respect

PROSPECTUS 2017-2018

Dear Parent/ Carer,

First of all, a very warm welcome to you from our school community.

Here at The Mount School, we know how lucky we are to be part of our small school and community. Our admission numbers are low; one class of 30 for each year group from Reception to Year 6. This enables our dedicated staff to know your child well, and to ensure that we cater carefully for their academic, social and emotional needs. It also enables us to maintain a nurturing, caring atmosphere where each child is important and feels happy and secure.

Every child in this school belongs to our community, which embraces Reason, Resilience and Respect as core values. We strive to form a partnership with you in order to help all of our children reach their potential, whatever their starting points. It's very important to us that you are included in your child's education. We make ourselves available to you as much as possible (within reason!) for example with the use of Class Dojo, texting and our website as communications tools, and there are plenty of opportunities for you to get involved in school life over the coming year, including attending events, joining the Parent Teacher Association and attending our Parent Forum. If you would like to see more at first-hand, please contact our office to book a tour of the school.

I hope that this prospectus gives you all the necessary information you need, plus an outline of the experiences offered to our pupils over their years with us. We understand that every moment counts, and we hope that your family enjoys learning and companionship with us on the journey.

With best wishes,

Abi Mulligan
Head Teacher

Our Vision and Aims

We work together as a community to ensure that all of our children achieve happiness and success through our shared core values and our broad and balanced curriculum.

Our Core Values

Reason

- We work hard to know and understand things for ourselves. We try not to accept an answer without understanding the reasons behind it.
- We know the difference between facts and opinions. We find out the facts by asking questions such as 'why?' and 'how?' in our learning.

Resilience

- We understand that learning is a lifelong journey, and we will always challenge ourselves to be better than the person we were yesterday.
- We see mistakes as an everyday part of learning and so we're not worried about making them. We never give up.

Respect

- We treat each other as we would like to be treated.
- We look after the world around us, and we spread happiness and kindness wherever we can.

Created in consultation with our whole school community July 2016

Mrs A Mulligan

Mr D Byford

Mr R Seward

Head Teacher

Chair of Governors

Vice-Chair & Parent
Governor

Staff and Classes

Senior Leadership Team

Head Teacher: Mrs A Mulligan

Deputy Head, Maths & KS1 Leader: Miss S Johnson

Inclusion/SENDCo & EYFS Leader: Miss D Hague

English & KS2 Leader: Ms R Coates

Pupil Premium & Data Leader: Mrs R Carr

Class Teachers

Year Group(s)	Class Teacher(s)	
Early Years Foundation Stage (EYFS) Nursery and Reception Red Class	Miss D Hague Ms L Wright	
KS1	Year 1 Orange Class	Mrs R Carr & Mrs K Sawdon
	Year 2 Yellow Class	Miss S Johnson & Miss N Ansell
KS2	Year 3 Green Class	Miss C Gledhill
	Year 4 Blue Class	Mr J Haigh
	Year 5 Indigo Class	Ms R Coates
	Year 6 Violet Class	Miss C Brook

Teaching Assistants

Mrs Crossley, Mrs Booth, Miss Ferguson, Mrs Reid, Mrs Speight, Mrs Aftab, Mrs Ali, Miss Kenney, Mrs Hewitt, Mrs Bridge, Mrs Collier, Mrs Sheen

Learning Mentors

Mrs Eamonson (Behaviour Support), Mrs Binns (Families & Nurture)

Office Staff

Business Manager: Mrs Horner

Clerical Officers: Mrs Chamley & Miss Shaw

Finance Manager: Mrs Percival

Kitchen Manager

Mrs Burnside

Lunchtime Staff

Mrs Banks (Manager), Mrs Lloyd, Mrs Lea, Miss Coney, Miss Gardner

Caretaking & Cleaning Staff

Mr Wilsher, Mrs Lloyd, Mr Whitworth

Curriculum:

Nursery and Reception ('Early Years' or EYFS)

We follow the EYFS Statutory Framework 2014.

Our EYFS Leader is Miss D Hague

Our early years unit is modern and spacious and specifically designed to structure and support learning. Our Nursery and Reception children work alongside one another in the same classroom. The curriculum is planned using the Early Years Statutory Framework 2014 and is delivered through play-based activity and small group teaching. Children are encouraged to explore, experiment and ask questions so that they become independent thinkers and learners. We believe that every child has a right to feel valued, safe and to be inspired to fulfil his/her potential. We aim to build on what children already know and can do, and we give them opportunities to pursue their interests.

As a parent /carer you are your child's first and most important teacher and we want to share progress and achievements with you. We have an open-door policy and opportunities throughout the year for parents and staff to work in partnership.

The curriculum focuses on three prime areas of learning; Personal, Social and Emotional Development, Communication and Language and Physical Development, and four specific areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Phonics is delivered via a scheme, 'Read, Write, Inc', which is predominantly taught in small groups. Your child/ren will be closely monitored and assessed in all areas, so that we can tailor our teaching to individual needs. We encourage parents and carers to use the Class Dojo app so that we can keep you updated with your child's achievements as they happen.



Curriculum:

Years 1 to 6

We follow the National Curriculum for England 2014.

English

Reading

We recognise that reading is key to accessing all other areas of the curriculum. The importance and enjoyment of reading is therefore central to our practice. Every classroom has a dedicated reading area, and our new Key Stage 2 library opened in September 2017. We introduced a new, modern reading scheme, 'Bug Club', in 2017. This comprises paper books and online content. We celebrate theme days such as Roald Dahl Day and World Book Day, and every class has a novel or author focus integrated into their topics.

Phonics is taught systematically using a programme called 'Read, Write, Inc', which equips pupils with the necessary decoding skills to read, whilst structured group reading time takes place daily to develop understanding and promote enjoyment. This scheme is used throughout Early Years and Key Stage 1, with the average pupil expected to successfully complete it by the end of their first term in Year 2. Our 2017 phonics results in screening tests are higher than the national average. After completing the phonics scheme, pupils work in groups to develop their fluency and understanding, as well as reading individually. Our 2017 Year 6 reading test results were in line with national results. Every child receives a reading record to keep with their reading book. This should be returned to school every day, and is used by teachers, pupils and parents/ carers to make notes about your child's current reading. Your child will read regularly with an adult in school from their first days with us, and should become more independent in reading and recording their activities as they progress through our school.

Reading with your child is one of the most valuable educational and social activities you can undertake with them. We encourage you to supplement the range we offer with books of the child's own, or from the local library, and to read with them every day. Together, we hope that we can create skilled readers for life and learning.

Writing

From letter formation and pencil grips, to creating masterful plotlines and empathetic characters, we understand how complex the process of becoming an independent and skilled writer can be.

To ensure basic skills are addressed consistently, we supplement our phonics scheme with a whole-school handwriting scheme, in place across school from September 2016. The scheme, Nelson Handwriting, encourages a neat and consistent cursive style which enables children become automatically fluent in their handwriting, enabling them to concentrate on other areas such as narrative composition and spelling.

All children from Year 1 upwards also participate in special 'Assertive Mentoring' sessions for grammar and spelling, called 'Grammar Hammer'. These take place once per week. Pupils are placed in ability groups for this session and focus on any gaps they might have in their knowledge. In class, children also receive lessons in age-related grammar and spellings, and will bring a spelling list home weekly to learn and practise. If they have gaps in their spelling knowledge, they may receive an additional list or rule.

Writing is taught in units, which we build up from an initial stimulus such as a visit or an exciting story or activity. Speaking and communication skills feed into writing skills, and are developed rigorously, in order to build vocabularies, confidence and fluency. Pupils write daily in some form or another, across many areas of the curriculum. Extended writing sessions take place weekly to develop resilience and independence, consolidate knowledge and provide a finished product after drafting and editing.

Spoken Language & Listening

Spoken language and listening is taught at a level relevant to the child's needs. Pupils with English as an additional language participate in schemes to accelerate their understanding.

We place great importance on 'real' experiences where children can practise and develop their skills with a purpose, across all areas of the curriculum. These include debating and discussion on topical subjects, roleplay and improvisation and creativity in drama, including performances.

Maths

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time. Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year by-year basis in the areas of:

- Number – place value, addition & subtraction, multiplication & division; fractions, decimals and percentages
- Measurement
- Geometry – properties of shape, position & direction
- Statistics

We use White Rose Maths Hub (NCETM) resources to provide daily maths sessions that seek to reinforce previous learning and allow children to take on new skills and apply these in a range of contexts. These build up from concrete examples, through pictorial, to abstract, and aim for mastery.

Once a week, children are divided into ability groups for an Assertive Maths lesson. This session covers all the maths skills for the stage they are working at and gives teachers the information they need to plan the next steps in the children's learning. The system motivates the children through a colour tracking system and encourages pupils to take responsibility for their own learning.



Science

Science is taught via a theme-based approach, with links being made to other subjects such as spoken language and Maths where possible.

Facts and vocabulary from the National Curriculum are taught systematically. However, in line with our core value of 'Reason', we believe that children need the broadest experience of Working Scientifically in order to become confident individuals who look for and test empirical evidence in all areas of their lives. This will enable them to develop the critical and analytical skills required to achieve well in their future education and lives. Therefore, we will be improving our teaching of Science in this direction, and ensuring that the right resources are in place in order to do so, using the themes of the National Curriculum and ensuring that Working Scientifically is fully embedded in these.

Computing

In Computing, we use a scheme called 'Switched On Computing', which covers the National Curriculum in a fun and theme-based manner.



We have improved our Computing resources with the purchase of laptops and ipads, in order to fully embrace the requirements of the curriculum and enthuse the children. There is a group PC station in every KS2 class in addition to our mobile wireless resources, to ensure a wide range of experience with different equipment. We also have 10 new computers in our Learning Resource Centre, for use by groups and clubs.

Our wifi and broadband has been recently upgraded, to ensure that everyone can access our networks quickly.

E-Safety is an essential area of teaching and learning. We cover this at the start of every academic year and then revise and develop what we know during E-safety week and within our PSHCE themes. Our Internet provision is

filtered to ensure that pupils are protected from inappropriate content.

We aim to use computing skills in all other areas of the curriculum, and pupils generally have access to a minimum of 2 Computing sessions per week.

Physical Education

We have always regarded excellent PE provision as central to child development at The Mount. Two hours per week of PE and games instruction is our minimum and is often exceeded. All teachers have been trained by qualified coaches in order to deliver high-quality games teaching. A progressive skills-based scheme was introduced from January 2017 to improve this further.

In Years 3 and 4, qualified coaches lead games sessions every week. Pupils in Year 5 go swimming weekly, and we also participate in inter-schools competitions via our local pyramid of schools.

During summer term, we run 'PE Fortnight'. Pupils try new sports as well as competing in intra-school competitions. Year 6 children, who have trained to become Young Sports Leaders, run a multi sports and athletics tournament for the children in KS1. Students from local secondary schools help to organise events, and there is a KS2 athletics competition, with parents invited along to the finals. We also run an annual sports day which includes competitive events.

PE is enhanced further by after-school clubs, many of which are free. These have recently included Dance, Gymnastics, Athletics, Multi Sports, Martial Arts and Tag-Rugby.

History & Geography

We teach History and Geography via a theme-based approach. Both subjects are integrated into our unit themes. Current themes include Famous People, China, The Local Area, Kings and Queens, Food, Romans, Africa, Ancient Egypt, the Victorians, World War 2, Ancient Greece, North America, The Great Outdoors and Enterprise.

We engage in some themes as whole-school projects, using artefacts and real-life experiences to enhance learning.

Art & Design

Art is integrated into our themes. We teach and use a variety of media to draft and produce art work on a range of subjects. We are also developing our curriculum in order to look at the lives of important artists (particularly local ones such as Barbara Hepworth) and study their techniques.

From September 2016, all pupils received their own sketchbooks to practise techniques and produce finished products. These move up through the school with them. In 2017-18, we will be working on a project with our local art gallery, The Hepworth, which has been nationally recognised as Museum of the Year 2017. We are very lucky to have a regular volunteer from our local community who is a talented artist and who works with our Year 3 and 4 classes every week.

Design and Technology

Design and Technology is planned into our theme-based approach. Pupils design, make and evaluate, developing their technical knowledge and skills. Cooking and nutrition is an important element of D and T. We want our pupils to understand the elements of healthy nutrition and why it is important to them. We have a dedicated kitchen for pupil use, in which children can mix and cook their food and drink designs.

French

Pupils learn French from Year 3 onwards. They are exposed to a range of songs, games, roleplay, speaking and listening and writing activities on a weekly basis. The aim is to equip them with basic, everyday phrases and vocabulary and build this into an understanding of grammar and sentence construction as they move up the school. They also learn about the culture of a variety of French-speaking countries.

Music

Music is taught in a fun and structured manner using two excellent schemes; 'Music Express' and 'Charanga'. We also have a specialist instrument focus in some classes. In Year 2, pupils develop their music skills on the glockenspiel, and in Year 3, all pupils learn to play the recorder. In Year 4, all pupils learn the violin via the 'Wider Opportunities' scheme. Equipment and teaching for these is free. There is a weekly singing assembly in which the whole school learns and performs songs together. We hope to introduce a choir in the near future.



From Year 4 onwards, pupils can also take extra-curricular music lessons such as guitar and woodwind with specialist teachers. Children who are eligible for free school meals can receive these specialist lessons for free (you will need to apply for this).

PSHCE

PSHCE (Personal, Social, Health and Citizenship Education) is not a National Curriculum subject, but we believe that it has an essential role in the education of our pupils. Our PSHCE curriculum has been redesigned into a whole-school approach, with themes covered in an age-appropriate way simultaneously across the school, enabling us to design assemblies and whole-school activities around it.

Emotionally literate children are happier at school, learning more effectively. They have resilience and treat each other well. These areas, Reason, Resilience and Respect form our 3 Core Values, and we are developing this subject rigorously in order to promote these values to all.

RE

RE is taught across the school according to the Locally Agreed Syllabus for Wakefield. We aim to educate pupils to be knowledgeable, open-minded and respectful of all other cultures and religions, and to appreciate the parallels which make us all human. This enables everyone in our community to have tolerance and respect for others, no matter what their beliefs, in line with our Core Values.

Our School Day (Reception to Y6)

Our gates open at 8:45am.

Children may play or start to line up for the start of the school day in their designated spot.

Please note that school is not responsible for your child until the bell rings at 8:55am.

On the bell, at 8:55am, all pupils should line up immediately and be led inside by the adult in charge. Please ensure that your child arrives promptly, as lessons start straight away, and your child will be missing out and unsettled if they're unable to go in with their class.

Late arrivals should report to the office.

Our first session after registration is based around reading and/or phonics. This is followed by an assembly. Further English lessons and also Maths are generally taught daily after this. On two days per week, pupils are split into groups for a session in Assertive Mentoring for Grammar, Spelling and Maths.



Morning break takes place from 11am to 11:15am. Lunchtime is from 12 until 1:10 for Reception and Year 1 and from 12:10 to 1:10 for Year 2 upwards. There is a short break of 10 minutes in the afternoon.

School finishes at 3:30pm.

Please pick up your child promptly. If your child is not picked up and there is no explanation or emergency involved, we will deal with this as a child protection issue.

EYFS and Year 1, 2 and 3 pupils will only be allowed to go with authorised persons at the end of the school day. If someone different or someone we don't know comes to collect your child, we may refuse to release your child, and charge you for after-school care, so please keep us up to date with pick-up arrangements. We would rather ensure that your child is safe than take a risk. From Year 4 onwards, pupils are expected to be sensible enough to find their adult and only leave the school grounds with them. If they are not picked up, they are expected to come back into school and inform the teacher. Pupils in Years 4, 5 and 6 can walk home alone.

For details of Nursery routines, please refer to our Nursery Leaflet

Lunchtimes

We are lucky to have spacious grounds, and we offer several different activities over the lunchtime session. Outside activities include badminton, parachute games, a 'trim trail', a sandpit and football to name a few!

Lunchtime is from 12 until 1:10 for Reception and Year 1 and from 12:10 to 1:10 for Year 2 upwards.

Reception and Year 1 pupils go straight into lunch at noon. Year 2 pupils go in at 12:10 as soon as they have finished morning lessons. Key Stage 2 pupils (Y3 -6) take turns on a rota from 12:10 for lunch sittings.

We have a large and experienced team of lunchtime supervisors, who run a range of activities throughout the lunch break, as well as assisting pupils and ensuring good behaviour and manners in the lunch hall. There is a craft club and also a time-out club. From September 2017, we also offer a Homework and Reading Club throughout lunchtime. Food is provided by Kingswood Catering, who cook everything to a high standard on site. Lunches cost £2.05 per day and must be paid for in advance. You can pay for your child's lunch by sending in a cheque or cash with your child every Monday or at the start of each term, or at the school office. This year, we will be exploring possibilities to enable you to pay for lunches and other items electronically.

Access to School

There are 2 pedestrian gates into school, which are open from 8:45am to 9am and from 3:20pm to 3:40pm. Please use these and not the vehicular entrance. Classes are directly entered via external doors around the school which are only accessible at the times quoted above. If you wish to visit our school office at a different time, please use the main pedestrian entrance off The Mount, which is open all day.

There is a disabled parking bay in our car park, but our car park does get busy throughout the day. If you are planning on using this bay, please feel free to contact the office in advance so that they can ensure that other vehicles are safely parked to enable your access. The school grounds are wheelchair friendly, with ramps and slopes in place, but our site is on the side of a hill and so some slopes are quite steep.

Please note that our car park is for staff, official visitors and deliveries only.

Dogs are not permitted on the site past the entrance gates, and our grounds are a 'no smoking' area.

We request exemplary behaviour and language on our school grounds. Children learn by example, and so our school community will not tolerate anyone acting in a disrespectful manner. Those who do will be sent a formal warning letter and may be banned from our premises, with police involvement if necessary.

Bikes and Scooters

We are keen for as many as possible of our pupils and parents to ride to school. We are introduced cycle safety lessons for our older pupils from 2017 to help them stay safe. We recommend that all cyclists wear helmets as a matter of routine; we would be grateful if parents would wear helmets as an example, and ensure their use for children in their care. A cycle shed is provided onsite for storage of bikes, etc during the day. We cannot accept any liability for theft or damage, unfortunately. We recommend that you or your child locks items stored there.

Please remember to dismount bikes and scooters and any other wheeled transport on entering our school grounds (except on the cycle path from the rear gate). This is for everyone's safety.

Uniform

Our school has a uniform primarily in order to promote a sense of belonging and pride. Wearing uniform indicates equality; every pupil is an equally important member of our school community. It also indicates respect for our school and each other, one of our Core Values. Everyone should come to school looking smart and ready to learn. In addition, there are health and safety and practical considerations to some aspects of our uniform. Please see our separate uniform sheet for more details. This is enclosed with your prospectus, and can also be found on our website.

Please note that jewellery and/or make-up is not permitted, and that earrings are only permitted if they are plain studs. There should be no 'extreme' haircuts, and anyone with long hair must carry something with which to tie this back during physical activity. We will remind pupils and/or you as parents about uniform when necessary and there may be consequences for pupils who repeatedly ignore uniform rules. If for some reason, your child is unable to wear full uniform, please speak to their class teacher or write in with the reasons, to enable us to make an exception.

Please ensure that all clothing is labelled, and be aware that your child is responsible for their own items of clothing. If you would like to check our lost property bins, ask your child's class teacher or enquire at the office. Unclaimed lost property will be given to charity at the end of each term.

Equal Opportunities

We aim to enable all individuals in the school to learn, teach or work in a supportive environment, so that they can feel confident and achieve their full potential. In line with our Core Value of respect, everyone is valued and everyone shares responsibility for caring for others in our community. We encourage children to be tolerant and understanding of differences, and to embrace these.

Children's individual needs, both personal and academic, are identified and addressed. Staff aim to choose appropriate tasks and activities to match the learning needs of the children.

Across the curriculum, we seek to eliminate stereotyping in our teaching materials and approaches. We try to ensure that learning opportunities are relevant to and accessible to all children, regardless of creed, race, religion, culture, disability, gender or special educational need.

Safeguarding

The safety and wellbeing of all pupils is of paramount importance to us. We have policies and procedures in place to ensure that we are effective in discharging our duties to your child.

Our Designated Senior Leader for Child Protection is the Head Teacher, Mrs A Mulligan. Our Deputy Senior Leader for Child Protection is the Deputy Head Teacher, Miss S Johnson. Our Learning Mentor, Mrs S Binns, will also be happy to help if you have concerns about a child. Our School Governor for Safeguarding is Mr D Peach.

If you have urgent concerns about the safety of a child, please contact Social Care Direct on 0345 8503503.

We subscribe to the Wakefield Young People's Safeguarding Charter, launched in May 2016. More details of this can be found online: <http://wfyouth.co.uk/young-peoples-safeguarding-charter-launch-17-5-16/>

E-safety is an important part of our work. We ensure that this is taught via the curriculum and we also hold an annual e-safety information session for parents and carers. You can find more details about e-safety and other wellbeing aspects online: <http://parentinfo.org/>

Any photos we take of pupils will never be used together with their full name on our website or in our letters, etc. You are given the opportunity to withdraw your child from being in published photos when they enrol at our school, and you can ask for this at any time; speak to our office staff. We acknowledge that parents like to take photos of their children at events, and we want you to be able to keep memories such as these. However, we ask you to please be sensitive to the fact that other pupils should not be in these photos without permission from their parents/carers, and also that photos should never be shared online, or accompanied by names. Please note that other than photos, live recording of any type is strictly prohibited whilst on our grounds without prior agreement. Our photo policy may be subject to change if there are issues with parents photographing/ recording others without permission.

SEND (Special Educational Needs and Disabilities) & Inclusion

Respect is one of our Core Values. Every pupil in our school is made welcome and is included.

We work hard to ensure that we meet the individual needs of all pupils including those with learning difficulties, behavioural, social and emotional difficulties, hearing and visual impairments, autism spectrum disorder, attention deficit hyperactivity disorder, physical difficulties, speech, language and communication difficulties and medical issues.

Our Inclusion Leader (including SEND) is Miss D Hague.

Our SEND Local Offer is available on our website, or from our school office.

Behaviour



We expect excellent behaviour from all our pupils at all times; when on school grounds, and when in uniform and/or on trips elsewhere.

Our Behaviour policy outlines our approach in detail and is available on our website and from our school office.

We display our Rewards and Consequences poster ('Getting Along and Ready to Learn') on our external notice board and on the website as well as in every classroom. Self-discipline is encouraged, and we aim to keep rules and regulations to a minimum. 'Treat others as you would like to be treated' forms the basis of our approach. Promoting good behaviour amongst our pupils is a shared responsibility, and we look forward to working together with you to celebrate good behaviour and to ensure that poor behaviour does not become a barrier to learning for your child or their peers.

Pupil mobile phones and other electronic devices are not permitted in school. Any item of this nature, if found, will be confiscated and given to our school office to keep until you claim it in person. Please note, we do not accept responsibility for the loss of any such item brought into school without prior permission.

Good behaviour is rewarded in a variety of ways, including Class Dojo points, which you can keep up to date with online. Pupils in Y5 and 6 also have access to the 'Perfect Day' treat, a free trip for all well-behaved pupils with good attendance.

Educational Visits

Pupils have the chance to attend a wide variety of school trips and visits throughout their time at The Mount, including local visits, a residential trip in Year 6, and visitors coming into school to run workshops, etc. Payment for trips taken during school time is voluntary, although without sufficient contributions we are not always able to run all trips. Trips and visits are often used as a stimulus for writing or other curricular activities, and we value the experiences that children can have on these trips and how they enrich their lives and their understanding of the curriculum.

Risk assessments are written for all trips, and the school follows Wakefield Council guidelines to ensure the safety of pupils whilst outside of school grounds. Visitors coming into school include drama workshops to explore themes such as friendship, relationships, moving on and bullying, authors, African drummers, judo experts, skipping experts, Olympians, road-safety guides, artists and people who work with reptiles, and many more!

Parent communication

We strive to be as open and transparent in our dealings with you as possible. The easier you find things, the more relaxed and ready to learn your child will be! Class teachers will keep in touch with you in person and via Class Dojo, our website and home-school books. School will keep in touch with you via newsletters, texts, meetings and our website.

We hold 2 parents' evenings per year and provide a report at the end of the year. If we have concerns about your child's progress at a different time, we will contact you separately as the need arises.

If you have a concern or query, your child's teacher should be your first port of call. If they do not resolve matters to your satisfaction, please contact your Key Stage Leader (see staff list page 4) or in serious circumstances, the Head Teacher. Remember, if you are concerned about something to do with school or your child's learning, try not to communicate this to your child, as it can result in them losing respect for staff or the school, or becoming anxious themselves. We have a Complaints Procedure on our website and on request from the office, although we hope that you will never need this. Concerns are usually down to misunderstandings or a lack of information, so please ask if you're unsure or worried about anything. We all want the best for your child.

We see parents and carers as important partners in our school community. It has been proved that the more parents are involved in their child's education, the more success their child enjoys academically. We all have a part to play in bringing up well-rounded, happy and educated individuals.

To enhance our links with parents further, we are continuing to develop two important areas this year.

1. Our Parent-Teacher Association, which aims to raise funds for school projects. Everyone with a child at The Mount is a member of this. It's up to you how much you want to contribute and get involved, and how you do this. Meetings are run by the PTA committee, who were elected in Autumn Term 2016. Everyone is welcome at their meetings.

2. Our Parent Forum, in which we present information about educational issues, and any general concerns or ideas for taking the school forward can be discussed with the Head Teacher. Anyone in our community is welcome to attend these meetings.

Please check our newsletters and website for further information about these 2 areas.

Theme Days

As part of our creative curriculum topic work in school, each class organises at least one theme day during the year. The whole day is geared around creative activities linked to current topic work. Parents are invited to join in and attend a special assembly in which the class can share the outcomes of the day with the whole school.

This may involve children and staff:

- Dressing Up
- Cooking
- Creating Models
- Dance
- Drama and lots more!



Homework

We take a common sense approach to homework. Reading is always on the homework list! Please read regularly with your child, and make notes in their reading record. Children will also receive spelling lists for weekly tests to practise at home, as well as Maths and English work online (MyMaths and Bug Club). Further information can be found on our website, under >Parents > Homework.

Volunteers in School

Volunteers are very welcome in school, and we also work with students from further and higher education establishments on a regular basis. If you are going to be a regular volunteer, we will need to take some details in order to run a DBS check (a security check to ensure that you can work with children) and sometimes we will also request references. This is standard for all volunteers. You might like to volunteer to run a lunchtime club, to speak in assembly about your job or beliefs, to help on a trip, to read with pupils or help out during art activities. Some of our parents have come in as volunteers and then taken qualifications in order to become Teaching Assistants. If you're interested in helping out, please contact your child's class teacher or the office.

Clubs and Wraparound Care

We run our own on-site Breakfast Club and After-School Club. Breakfast Club is open from 7:50am until school starts, and currently costs £2.50 per session. After-School Club runs from the end of school onwards. Places from 3:30pm to 4:30pm cost £3 per session and from 3:30pm to 6pm cost £6.50 per session.

If you would like a place for your child for one or more sessions per week, please enquire at our school office. Please note that children attending before and after-school clubs must be picked up and dropped off from adult to adult at the inner door of the main entrance.

Medicines in School & Healthcare Issues

Your child might sometimes need medication to be administered in school. We have a set of guidelines for you to follow if this is the case. We do not administer medication during school hours unless it is necessary and accompanied by a recent prescription. Our website and our school office have more information.

If your child has a long-term health issue or needs regular medication, please let us know so that we can develop a plan in partnership with you.

Governors

School Governors are volunteers who want to make a wide and positive impact on children's education. School Governors carry out a strategic role and are responsible for areas such as monitoring and evaluating the aims and progress of the school. Governors meet regularly. They hold 6 Full Governing Body meetings per year and a further 12 committee meetings.

Our Chair of Governors is Mr Darren Byford, and our Vice-Chair is Mr Richard Seward. A full list of our governors is held on our website.

Two members of our governing body are elected by parents, but anyone can apply to be a governor of schools in Wakefield via the Local Authority. More details about this can be found online: <http://www.wakefield.gov.uk/residents/schools-and-children/schools/schools-information/governors>

We hope that you have found everything you need within our new Prospectus for 2016-2017. If you require further information, a range of policies and details are held on our school website, and you are very welcome to contact us via email, telephone or post regarding any aspect of school life.

