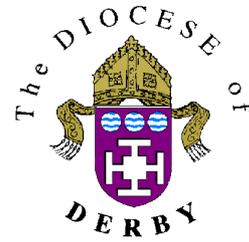


Message from the Rt. Revd. Dr. Alastair Redfern The Lord Bishop of Derby



**For it was you who formed my inward parts;
you knit me together in my mother's womb. *Psalm 139:13***

Human life is about formation. From the miracle of being formed in the womb (Psalm 139 v13) the gift of life proceeds through formation of body, mind and spirit. The two key sites for such formation are the family and the school. In each environment the individual learns how to relate most fruitfully to others, and to accept the necessary "give and take" amidst the variety of God's world. Each of us has to learn a path of formation that allows our particular gifts to flourish, in relation to those of others, and within the context of the miraculous and often challenging world in which we are set.

As families are increasingly under pressure from all kinds of forces, schools have become more and more important as places within which spiritual, moral and physical formation can proceed. Church schools have a well-earned and especially important reputation for holding together these three elements, to enable each person to best discover who they are, where they are going and for what they have been made.

It is in the person and example of Jesus Christ that every human story finds a template against which to be tested, transformed and invited into an ever richer sense of the gift of this life and the possibilities of the life to come. A Christian school enables this key formational story of Jesus the Christ to be part of the many rich resources that modern education offers to children and their families. A church school is a partnership between this gospel, its local representation through priest and congregation, the professionalism of head teacher, staff and governors, and the endeavours of parents to secure the richest and most satisfying development of their children. These resources mean that many parents who do not have a formal connection with the church still wish for their children to receive the gifts that formation in a church school can offer.

It is the policy of our diocese to offer the fullest possible formation to every pupil, their family, and the local community.

+Alastair Derby

Dear Parent/Guardian,

WELCOME TO CALOW CHURCH OF ENGLAND (V.C.) PRIMARY School

All parents see the education of their children as one of the most important parts of their lives. At Calow Primary School we do too. This prospectus contains an introduction to the education we offer. It cannot give a full picture; as this will only come about as we all, parents, staff and children meet each other and work together. However, you may also wish to visit our School website in the meantime.

The love, encouragement, security and support that parents give to their children is an enormous influence on their educational development. We hope that you will show your children that you have confidence in both them and your School.

Our aims are to achieve quality and depth in children's learning and to encourage children to develop as independent, responsible young people. We insist on the highest standards of behaviour and endeavour. We believe that these aims can most effectively be fulfilled through a close partnership between home and School. Parents are most welcome in our School and we hope that you will take advantage of the regular parental consultations, education and social events. We value highly our place in Calow and the local community. We have a caring, friendly ethos, enriched by our close links with the local church and diocese. We offer a distinctive educational experience for all pupils underpinned by our shared values and aims.

The children are helped and encouraged to achieve their full potential by committed teachers and staff provide a supportive and stimulating environment and who expect every child to do their best at all times.

Please visit us to find out more. If any matter ever arises you may wish to discuss, however small, you will be made most welcome.

Yours sincerely,

Headteacher

The Staff at Calow Church of England (V.C.) Primary School

Headteacher:

Mr. M.E. Thacker

Assistant Headteacher:

Mrs. J.A. Oldale (Year Six)

Teachers:

Mrs. S. Russ (Reception)

Miss. B. Franklin (Class One)

Mrs. E. McDonald (Year Two)

Miss. J. Scott (Year Three)

Miss. C. Savage (Year Four)

Mr. J. Kernaghan (Year Five)

Mrs. D. Nunns (Nursery)

Secretary:

Mrs. P. K. Oxley

Teaching Assistants:

Mrs. K. Baumforth

Mrs. E. Freeman

Mrs. M. Jones

Miss. M. Oakley

Miss. L. Parsons

Caretaker:

Mr. G. Roberts

Cleaners:

Mrs. D. Evans

Mrs. J. Watson

Cook:

Mrs. J. Metham

Senior Mid-day Supervisor:

Mrs. N. Handley

Mid-day Supervisor:

Mrs. L. Brown

Mrs. D. Frost

Mrs. N. Mascia

Mrs. N. Reddish

Mrs. D. Marshall

Miss. K. Loukes

Inclusion (Special Needs/Child Protection/Gifted and Talented):

Mrs. E. McDonald

Safeguarding Lead:

Mrs. E. McDonald

Deputy Safeguarding Lead:

Mrs. J. A. Oldale

Governors at Calow Primary School

Representing	Governor	Term of Office
Co-opted:	Mrs. C. Winter (Chair)	22 nd September 2016 – 21 st September 2020
Co-opted:	Mrs. G. Pattison	1 st September 2014 – 31 st August 2018
Headteacher:	Mr. M. E. Thacker	1 st January 2005 ongoing
Parent Governors:	Mrs. K. Burton	16 th October 2015 – 15 th October 2019
	Mrs. H. Cagnasso	16 th October 2015 – 15 th October 2019
	Mr. C. Rolt	4 th July 2016 – 3 rd July 2020
	Mrs S. Sherlock	5 th October 2016 – 4 th October 2020
Foundation Governors:	Reverend K. Ball	19 th September 2011 ongoing
(appointed by St. Peters Church P.C.C.)	Mrs. A. Goodwin (Vice Chair)	1 st September 2013 – 31 st August 2017
Authority Governor:	Mr. J. Clark	25 th July 2014 – 24 th July 2018
Staff Governor:	Mrs. J. Oldale	5 th July 2013 – 4 th July 2017
Associate Members:	Mr. J. Holmes	Finance Committee (with voting rights)
	Mrs. S. Martin	School Development Committee (non-voting rights)
Clerk to Governors:	Mrs. P. K. Oxley	

Mission Statement

At Calow Church of England (V.C.) Primary School we will work in partnership with home and church to offer excellence in education rooted in the Christian Faith. We will support and nurture all children in our care so that they may realise their full potential.

Aims of the School

Our School aims to serve its community by providing a high standard of education for every pupil in partnership with home and church within a context of Christian belief and practice.

School aims for children to be able to:

- Understand how to keep themselves and others safe from harm, including knowledge of on-line safety.
- Have equal access to a broad and balanced curriculum.
- Develop a lively enquiring mind through an environment which fosters enthusiasm, curiosity, the ability to observe, question and discuss.
- Read with understanding material appropriate to their ability. To develop a love of reading and an early awareness of its purpose as a means of finding information, retrieving previously known facts, receiving messages and above all as a source of pleasure.
- Achieve English skills appropriate to their ability and be able to speak, listen and write for a variety of purposes and audiences.
- Achieve Mathematical skills appropriate to their ability and be able to apply them to solve problems and real life situations.
- Express themselves through various art forms e.g. painting, music, drama and movement and generally develop an aesthetic awareness.
- Develop an ability to observe explore and ask questions about living things, materials and phenomena.
- Use computing to find, explore, analyse, exchange and present information in a number of ways and develop the ability to program using technology.
- Have an understanding of how their bodies work, recognise the importance of a healthy lifestyle and experience a wide range of physical skills and activities.
- Develop awareness of values and social skills, sharing concern for other people, while developing self-discipline and high standards of behaviour and endeavour.
- Foster independence, interdependence, self-confidence and self-esteem.
- Enhance their awareness, understanding and respect for the local, national and global environment.
- Develop moral values based on Christian ideals, including relationships based on tolerance and consideration of other religious beliefs and cultures.

These aims are the heart of our everyday work and are achieved in an environment of praise and recognition.

By taking in to account the needs of individuals and fostering an environment where individuals are valued, feel secure and have a sense of inclusive community.

Calow Primary has adopted five School Core Values: Respect; Resilience; Honesty; Caring; and Co-operation.

Curriculum Organisation

The Early Years Foundation Stage (Nursery and Reception)

The Early Years Foundation Stage has 4 guiding principles:

1. Every child is a **unique child**, who is constantly learning and can be capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn in different ways and at different rates and all areas of **Learning and Development** are equally important and inter-connected.

Children in the EYFS learn by **Playing and Exploring, Being Active** and through **Creative and Critical Thinking**. These are referred to as the '**Characteristics of Effective Learning**' and support the children in becoming resilient, resourceful and enthusiastic learners.

In the Foundation Stage activities are planned to ensure children have access to the seven areas of learning both indoors and outdoors. The staff monitor the children's progress against developmental outcomes through observations of the children engaging with different learning activities. The observations inform planning in the Nursery and Reception Class. Parents are kept informed of their child's progress through half termly learning journey mornings when parents are welcomed into the classrooms to view their child's individual learning journey file. Parents also receive emails from a secure learning platform which update them on their child's progress through photographs and observations.

In the EYFS there are seven areas of learning.

The Three Prime Areas:

Personal, Social and Emotional Development

The staff provide opportunities to develop all children's confidence, self-esteem and positive sense of themselves and others. The children learn how to co-operate with each other, form positive relationships and how to concentrate on focus learning tasks and their own play. Children become aware of and understand the appropriate behaviour expectations.

Communication and Language

Children are given opportunities to experience a language rich environment; to develop their confidence in expressing themselves; and to speak and listen in a range of situations.

Physical Development

Children are given opportunities to develop gross motor skills such as running, jumping, skipping, throwing and catching. Children develop fine motor skills which include threading, painting and drawing. The children are supported in developing an awareness of healthy choices through the daily routines of hand washing and eating fruit for snack time.

The four specific areas are:

Literacy

The children learn in a print rich environment. There are opportunities to develop an enjoyment of books through independent activities and shared story times. Through planned phonics activities the children learn to recognise letters and segment and blend sounds for reading and writing. The children are encouraged to make marks on paper and give meaning to their marks. They will learn to write for a variety of purpose including lists, cards, labels, captions and simple sentences.

Mathematics

Children develop an understanding of the number system through games, songs and counting activities. Children explore shape, pattern and measure through practical experiences such as building with blocks or making patterns with different natural objects. The children are given opportunities to talk about their learning in mathematics and develop an understanding of age appropriate mathematical vocabulary.

Understanding the World

The children have opportunities to explore and find out about places and people who are significant to them. The children identify similarities and differences between their own lives and those of other people. The children make simple predictions and observations about changes in the natural world or during focus learning activities such as baking and growing fruit and vegetables. The children sort and investigate objects and materials using their senses as appropriate. The children interact with age appropriate technology including simple computer programs to support their learning in Mathematics and Literacy.

Expressive Arts and Design

Through carefully planned activities the children develop creatively by sharing thoughts, ideas and feelings through art, music, role play, dance design and technology. The children have opportunities to make their own choices in the materials and techniques they want to use to make representations of familiar events or people.

The Early Years Foundation Stage recognises that young children learn best through play. In both the Reception Class and the Nursery experiences are carefully planned to offer a range of adult led and child led learning activities as appropriate to individual children's stages of development.

During their time in the Early Years Foundation Stage the children develop the skills needed for learning in Key Stage One.

In Key Stages One and Two, the School follows the National Curriculum:

English

English is a core subject in the National Curriculum and includes speaking, listening, reading and writing. These skills are critical to success in all areas of the curriculum and therefore English is a vehicle for learning in all subjects. We aim to make English an enjoyable, stimulating and valuable experience, where children learn through interactive and investigative approaches and in meaningful contexts.

Children in Foundation Stage are taught Reading, Writing, Communication and Language as a part of the Early Years Framework for the Early Years Foundation Stage. Skills developed include speaking, listening, attention, understanding, reading and writing. We also use Every Child a Talker (ECaT) materials in the Foundation Stage.

In Key Stage One and Two the English skills, knowledge and concepts set out in the National Curriculum are taught through daily English and Spelling, Punctuation and Grammar lessons. Careful attention is given to the teaching of reading. In Foundation Stage and Key Stage One this includes the daily teaching of systematic synthetic phonics. This follows the progression in Letters and Sounds and is supported by Phonics Play online and Floppy Phonics resources. The main reading scheme is Oxford Reading Tree including the Code X and Project X books, although other schemes are used to broaden the range of reading material available and to suit individual children's needs.

Mathematics

The National Curriculum for Mathematics is used as a scaffold for planning children's learning at Calow Primary School.

The National Curriculum for Mathematics aims to ensure all pupils:

- Become fluent and accurate in mathematics. Fluency comes from deep knowledge and practise. The ability to recall facts and manipulate them to work out other facts is important
- Reason mathematically by following a line of enquiry, identifying relationships between numbers, making generalisations about mathematical rules, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematical knowledge to a variety of problems including, working systematically, breaking down problems into a series of simpler steps and persevering in seeking solutions.

The National Curriculum for Mathematics is a "mastery curriculum".

At Calow Primary School, mastering in mathematics means the following:

- Developing deep understanding of mathematical concepts.
- Ability to build on something already mastered
- Ability to reason about a concept and make connections to other concepts
- Ability to work accurately and efficiently.

Children's learning will be extended in depth within their own year group's expectations rather than moving onto another year's expectations;

Children need to achieve all their year group's objectives in order to be at 'expected' level.

At Calow Primary School, the expectation is that all pupils are capable of achieving high standards in mathematics. The children will engage in a variety of daily mathematics activities to develop fluency and accuracy in counting and calculations. The children will have opportunities to apply their mathematical knowledge to solve problems in different contexts to ensure mathematics is engaging and interesting.

The children will be expected to use mathematical vocabulary accurately to explain their thinking in mathematics during “reasoning” activities.

Regular assessments are made to assess an individual child’s progress and plan the next steps in mathematics. Children are supported to access the learning and deepen mathematical knowledge, through the use of the Busy Ants mathematics scheme, mathematical equipment, individual support and mathematical interventions.

Questioning activities will vary to meet the needs of different stages of mathematical development. Higher attaining children will be given more complex problems which will deepen their knowledge of the same content and provide challenge in their learning.

Science

Science is a core subject that provides children with opportunities to develop their natural curiosity. This is developed through learning about a wide range of topics and extending understanding through investigations and practical work.

Calow Primary School follows the topics outlined for each year group in the National Curriculum. This allows children to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics and build on these as they progress through the school. Scientific enquiries help them to answer scientific questions about the world around them and develop an understanding of the nature, processes and methods of science. They also gain knowledge that will help them to understand the uses and implications of science today and in the future.

Computing

Computing at Calow Primary School involves the use of computers and other digital and programmable equipment to process, store, retrieve and present information in a variety of ways as well as the fundamental principles and concepts of computer science. Teaching and learning endeavours to stimulate the children’s interest in, and understanding of, how computers and computer systems work and how they are designed and programmed. There is a focus on computational thinking as well as opportunities for creative work in programming and digital media.

Digital literacy is taught across the school to ensure that children are aware of the different aspects of Online Safety. This work is enhanced by the work done through the e-cadets scheme, which children participate in from Reception class to Year Six and is complemented by specific work for Safer Internet Day and Anti-bullying Week each year. This ensures that there is an emphasis on children becoming responsible, competent and confident users of communication technology both in school and at home, developing their life skills in this important area.

Computing is taught through specific Computing lessons and throughout other areas of the curriculum so that skills can be applied and used in a range of different situations to develop ideas and make things happen. Children work individually, in pairs and in small groups and are able to use a range of hardware, mobile devices, software, online resources and

peripherals such as cameras, programmable toys, sound recording equipment and data loggers.

Design and Technology

Design and Technology helps to prepare our pupils to participate in tomorrow's rapidly changing technologies. Children are supported to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts. Food technology (cookery and nutrition) is an important part of the Design and Technology curriculum at Calow Primary and is taught in all year groups. During Design and Technology lessons children also have the opportunity to learn about modern and contemporary designers.

History

In History children learn about important past events, people and how things have changed. They examine why things have changed and develop understanding of cause and effect. Planning is based upon the programmes of Study from the National Curriculum. They use a range of artefacts, pictures and written sources and they are encouraged to make conclusion and comparisons from the evidence available.

In Key Stage 1, children find out about the lives of significant individuals in the past who have contributed to local, national or international achievements. They find out about events from within living memory as well as events beyond living memory that are significant nationally and globally.

In Key Stage 2, children develop a sense of chronology and begin to recognise that the world today reflects events from the past. They study a variety of periods from British and World History and also find out about our Local History.

Geography

In Geography children are given opportunities to find out about their own locality and compare it to other places in the United Kingdom, Europe, North and South America. They develop their knowledge of people and places and begin to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. Planning is based upon the programmes of Study from the National Curriculum. The children learn to use maps to locate cities, countries, continents, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of different countries. Through the study of different places and natural phenomena children develop skills of collecting, analysing and communicating data; interpreting a range of sources of geographical information and communicating geographical information in a variety of ways, including through maps, numerical skills and a range of written forms.

Physical Development

We recognise the importance of physical activity for our children and our aim is to provide Physical Education lessons which focus on the importance of exercise and maintaining a healthy lifestyle. We meet the requirements of the National Curriculum through a programme that includes at least two hours of physical activity a week. This includes gymnastics, dance and games; using indoor and outdoor areas as appropriate. Swimming lessons are provided for all Year Five pupils once a week throughout the academic year. We also provide a range of extended services including breakfast and after school clubs. Specialist coaches provide support at specific times during the year in class and through extended services. Children also have the opportunity to compete in tournaments with children from schools across

Chesterfield. During the summer term, we hold a Sports' Day where're children represent their team in athletic events.

Religious Education

Religious Education at Calow Primary is delivered in accordance with the Derbyshire LA Agreed Syllabus and the Diocese Understanding Christianity programme. Calow is a Church of England Voluntary Controlled School and this means that the school has a strong Christian ethos and focus. The school has close links with the local church, as well as the wider Diocese.

In line with the requirements of the Derbyshire Agreed Syllabus, Religious Education focuses on four world religions. The teaching and learning of Christianity is taught alongside Judaism, Hinduism and Islam, this is intended to ensure that all pupils are aware of and understand the beliefs, values and practise of non-Christians. In addition, we endeavour to offer all children opportunities to develop their own spirituality and sense of awe and wonder about the world around them. Religious Education includes opportunities to visit places of worship and meet with visitors from other denominations and faiths.

Parents who wish to withdraw their child from Religious education lessons are asked to contact the Headteacher.

Collective Worship

The 1988 Education Reform Act sets out the requirements for Collective Worship and this School complies with them. An act of Collective Worship takes place every day and follows an agreed theme. Collective Worship offers time for reflection and prayer.

The majority of the acts of Collective Worship will be mainly of a broad Christian character to reflect that Calow Primary is a Church of England (Voluntary Controlled) School. The Vicar of the Parish of Calow visits the School on a weekly basis to lead an act of Collective Worship. Collective worship is led by staff or by visitors such as those from Matlock Area Schools' Trust.

Each child will take place in the act of Collective Worship, unless their parent/guardian requests in writing to the Headteacher that their child be withdrawn.

Art

Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. It is our aim for pupils to learn to make informed judgements, aesthetics and practical decisions and become actively involved in shaping environments. Art has many diverse roles and it has the power to enrich our personal and public lives. Through art experiences pupils express their own sense of personal and cultural identity. We aim to provide an Art curriculum that is engaging and enlightening as well as informative, structured and progressive. At Calow Primary, children use a wide variety of media and techniques to express their ideas. The curriculum includes work on pattern texture, colour, shape, form, space, line, tone, textiles and computing. Children also explore the work of artists from different times, cultures, localities, genres and styles

Each year Calow Primary School holds an Arts' week, based on a whole school theme. The learning is planned to ensure a progression of Art skills between all classes. There are also opportunities each year for children to take part in competitions.

Music

The purpose of studying music is to 'engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement'. Pupils will develop 'a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon'. Through the learning of music children are able to make links across the whole school curriculum. Children will be encouraged to reflect on the Christian ethos where appropriate in their study of music.

Calow Primary School's aim is to encourage awareness, enjoyment and appreciation of music in all its forms. Children will be able to develop their imagination and creativity. All pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

Instrumental tuition lessons are also available for Key Stage Two children. The Music for Schools Foundation (Normans) offers lessons on the Clarinet and Cornet. The Music Partnership offer Violin and Piano lessons. Children in Key Stage 2 also have the opportunity to take part in the school choir as part of extra-curricular activities.

Assessment and Testing

The National Curriculum demands that children are assessed in the core subjects of English, Mathematics and Science. Progress is monitored nationally by children being assessed by their teachers regularly during the year and by the 'Standard Attainment Tasks', at the end of each Key Stage (i.e. at aged 7 and 11). These are not tests as many of us have known them and the children do enjoy them. To monitor progress between the National SATs, the children in Years 3, 4 and 5 are given NFER assessments at the end of each year. SATs results for pupils in Year 2 and 6 are reported to parents. Pupils in Year 1 are also checked on their knowledge of phonics as part of the National Phonics Screening Check. Results are reported to parents. All children are assessed on an ongoing basis in all areas across the curriculum to ensure they are making good progress given their starting points, as well as meet are related expectations.

Marking and Feedback Policy

Calow Primary School has a Marking and Feedback Policy in place. A copy of the Policy may be viewed on the School's website. We mark the children's work and offer feedback in order to:

- Show that we value their work and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Give them a clear general picture of how far they have come in their learning and where the way ahead lies;
- Offer them specific information on the extent to which they have met the learning intentions and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding and identify any misconceptions;
- Provide a basis both for summative and for formative assessment;

- Provide the ongoing assessment that should inform our future lesson-planning;
- Provide consistency and continuity in marking through the school so that children have a clear understanding of teacher expectations;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Create a dialogue that will aid progression.

Reports

Parents' Evenings are held twice a year, usually in October and March, when parents come to School to discuss their child's progress. A written report is sent out in June or July, which includes details of a child's progress, in all areas of the curriculum and ways in which the child might be helped in the next School year.

Parents may make an appointment at other times during the year to see the Headteacher or Class Teacher, if there are any worries about their child's class work or other aspects of School life.

The School Day

School commences at 8.55 am, children should not arrive before 8.45 am as there is no supervision before this time. Lessons commence at 9.00 am so it is important that your child is present and settled on time. Arrival after registration is marked as an unauthorised absence.

Dinner break is staggered - KS1 between 12.00 and 1.00 p.m.

- KS2 between 12.15 and 1.00 p.m.

The School day ends at 3.05 p.m.

Nursery session – 8.45 a.m to 11.45 a.m.

Planning, Preparation and Assessment time (P.P.A.)

Teachers are entitled to time for Planning, Preparation and Assessment (P.P.A.). Calow Primary uses this time creatively to provide a range of physical activities e.g. fencing and sports coaching; these are in addition to Physical Development provision each week. Parents are advised of how this is arranged for individual classes.

Absences

Please ring School on the first day of absence, if possible. If you are unable to ring, please make sure your child brings a note to explain their absence, so that the absence can be recorded and explained.

The Department for Education expects schools and local authorities to promote good attendance and reduce absences, including persistent absence. This is because we know that missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary schools.

As a School we work incredibly hard to support all children and their families so as to ensure that all children have good attendance. The vast majority of children at Calow Primary have a good attendance record and are punctual. Our school target for attendance is 96%.

Parents needing leave of absence for exceptional circumstances should complete a form at least two weeks before the anticipated start date. The reason for the request should be given in detail. Applications should be made before the leave is arranged as absences will not be granted retrospectively.

If your child has to leave School during the day, please inform the class teacher. Your child MUST be collected from the School building and they must inform an adult before leaving the premises.

Charging Policy

During the School year educational visits are arranged and we ask for voluntary contributions towards the cost of coach hire and admission. No child is prevented from participating, but we must have substantial contributions if they are to take place. A Charging and Remissions Policy is available in School, copies are available from the office.

Illness and Injury

Please help us and your child by not sending them to School if they are unwell. Should your child become ill or have an accident, there are members of staff qualified in First Aid. Parents will be contacted immediately when it is deemed necessary. It is important therefore that we have up to date telephone numbers for parents and alternative points of contact should parents be unobtainable. We do need to know too of any medical information that might affect your child during normal School activities.

Medicines

If a child needs medicine during the day, parents are welcome to come in to administer them to their child. In certain circumstances children may be able to administer medicines to themselves, in which case medicine brought into School should be clearly labelled and accompanied by a completed 'Administration of Medicines' form (available from the office). Please note that Staff are unable to administer any medicines.

Medicals

Routine health inspections are made at regular intervals by members of the School Medical Service. The checks are on hygiene, vision and hearing. Parents will be informed when these inspections are to take place.

Hair inspections are not carried out in School, so it is the Parents duty to examine their child's hair regularly. Please inform the School if your child becomes infected with head-lice or any other contagious illness.

Code of Dress

The Governing Body expect pupils to wear the School Code of Dress:

Grey - skirt, trousers, shorts and blue and white dress in summer

Blue - sweatshirt, jumper, cardigan

White - blouse, shirt, polo-shirt

Footwear - black shoes – sandals can be worn in the summer

Sweatshirts in a variety of styles and polo-shirts with the School logo can be ordered through the School.

Please make sure all items of clothing are clearly marked with your child's name.

For safety reasons we only permit watches and small stud earrings to be worn.

NO rings, bracelets or dangling earrings are allowed. Earrings must be removed or taped over for P.E.

Personal Possessions

Pupils should not bring valuables/toys to School, unless they form part of a class activity.

Reading Folders and P.E. Bags may be purchased from the School office to keep essential items safe.

Dinners

School dinners are cooked on the premises. Children have a choice of menu at dinner time including a vegetarian option, and special dietary menus can be organized for individual children who need them.

Pupils may bring a packed lunch or go home during the dinner hour. At least one week's notice is required if children wish to change from a packed lunch to School dinners or vice-versa.

We do expect the children to have good table manners and to be able to use a knife and a fork properly. Mid-day Supervisors are on duty inside and out during the lunch break.

Dinner money should be brought to School on Monday for the whole week in an envelope marked with the child's name. If paying by cheque they should be made out to 'Derbyshire County Council'. Parents may be able to claim free School dinners for their children. An application may be completed on line at:

https://www.derbyshire.gov.uk/education/schools/your_child_at_school/meals/school_meals/default.aspx

or a form may be obtained from the School Office. The decision regarding the granting of free meals is made by the Area Education Office, not by School.

All information supplied by parents will be confidential.

Code of Conduct

Every member of staff in School has contact with the children and we all expect them to be conscientious, caring and cooperative members of our community.

Each child belongs to a House during their time at School. House points are awarded to individual children for good work, behaviour etc. and the totals are regularly announced. Other Awards, presented on a Friday afternoon are:

- Mid-day Supervisors Certificates for pupils who have been well-behaved or helpful during the dinner break.
- Stickers for lunch-time achievement.
- Gold Awards nominated by teachers for good work, behaviour, extraordinary achievement etc.
- Headteacher certificates are awarded on a monthly basis for consistent high standards of behaviour and achievement.
- Out of School achievements are acknowledged at this time too.

Our School Code of Conduct is:

- We respect each other.
- We respect the property of others.
- We care for the School and its surroundings.
- We line up quietly in the playground to come into School sensibly.
- We walk in School.
- We keep the School clean and tidy, so that it is a place to be proud of.
- We look after School books and equipment, putting them back where they belong.
- We work to the best of our ability.
- We speak politely to everyone, children and adults.
- We help others.
- We want the School to be a happy, healthy place where we can all learn.
- We want Calow Primary School to be proud of us, now and in the future.

When we have done well we may:

- Receive a Gold Award.
- Be awarded a Headteacher's certificate.
- Be given a housepoint.
- Be given a sticker, including Headteacher's Award.
- Be told how well we have done.

- Receive a Mid-day Supervisor's certificate.
- Be sent to the Headteacher's office for praise.
- Our parent/guardian will be informed.
- Be given a merit badge.
- Show good work to staff and/or other children.
- **If we have done what we should not we may:**
- Lose housepoints.
- Miss part of playtime.
- Have to complete unfinished work.
- Write a letter of apology or explanation.
- Have to go to another class or be sent to the Headteacher's office.
- Our parent/guardian will be informed.
- Be excluded from School.

Anti-bullying Policy

Rationale

Everyone at Calow Church of England (V.C.) Primary School has the right to feel happy, safe and secure. Only if this is the case will all members of the School community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and our policy contains guidelines to support this ethos.

It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the School. Allegations of bullying are taken seriously and the School has systems in place to deal with issues and monitor them.

Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

Calow Primary is a part of the Derbyshire Anti-Bullying Commitment Initiative and achieved an Award of Excellence from Derbyshire County Council.

Child Protection and Safeguarding

Parents should be aware that the School is required to take any reasonable action to ensure the safety of its pupils. In cases where the School may have reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the Head teacher is obliged to follow the Child Protection Procedures established by the Derbyshire Area Child Protection Committee, and inform the Social Services of its concern.

Calow Church of England (V.C.) Primary School fully recognises its responsibilities for Child Protection and Safeguarding.

The School has a policy in place that applies to all staff, governors and volunteers working in the School.

There are six main elements to our policy:

- A. Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.
- B. Ensuring we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children.
- C. Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.
- D. Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases, or suspected cases, of abuse.
- E. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- F. Establishing a safe environment in which children can learn and develop.

We will follow the procedures set out by the Derbyshire Safeguarding Children Board in the Derby and Derbyshire Safeguarding Procedures (www.derbyshire.org.uk) and take account of guidance issued by the Department for Children, Schools and Families (in particular Safeguarding Children and Safer Recruitment in Education 2007).

The Child Protection Co-ordinator at Calow Primary is Mrs. Emma McDonald.

Data Protection

The School is registered under the Data Protection Act of 1984. Basic information about pupils is kept on the computer, such as Child's Name, Date of Birth, Address, emergency Contact Numbers, Registration Group and Curriculum Year. The information is kept confidential and is available only to authorised staff. In accordance with the Freedom of Information Act parents/guardians have the right to access information about their child held in School. Should parents/guardians wish to exercise that right they must notify the Headteacher in writing.

Secondary Education

Children from Calow Primary transfer to any one of a number of local secondary schools, predominantly Hasland Hall, Netherthorpe or Springwell. There is close co-operation between our Schools and every effort is made for a happy and successful transfer to Secondary Education. Transition arrangements for Year Six pupils are made during the summer term and parents/guardians are informed.

Transport

Some parents may need to transport their children to School by car. Please make sure you park sensibly, for the safety of everyone. The Car Park is for Staff working in the School.

Under no circumstances must any vehicle be parked on the yellow zig-zags on North Road, at any time. They are to give clear vision for everyone crossing the road. From time to time parents may be asked to transport children to various events around the County. We appreciate this, but parents should ensure that their Insurance Policy covers them for transporting children in such circumstances.

Higher Attainers Policy

The policy reflects our commitment to all children within our School. We feel that by identifying our most able pupils and dealing effectively with their needs, by improving standards and practices wherever possible, we will raise the achievement of all our pupils. It is important that we recognise and support the needs of those children in our School that have been identified as higher attainers. A Register of such children is maintained as a 'closed document' in School.

Wherever possible provision will be made within the normal class teaching but sometimes we will provide enrichment and enhancement activities to promote their skills and talents still further.

Policy for Sex and Relationship Education

All children have appropriate Health and Hygiene Education, so that they gain a healthy and responsible attitude towards themselves and others.

During their time in School the children will be taught about Sex and Relationship Education (SRE). The School Nurse meets with Year Six and has two different programmes, appropriate to the age group. As part of the National Curriculum, Schools have certain legal obligations to develop SRE Programmes tailored to the age, physical and emotional maturity of the children.

The Department of Education 'Sex and Relationship Guidance 2000' states SRE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationship, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Parents do have the right to withdraw their children from 'sex education' lessons that fall outside those aspects covered in the National Curriculum. No aspects in our teaching will fall outside these guidelines.

Health and Safety

The School has a healthy eating policy covering break-time snacks. We allow fruit and vegetables only.

The safety of pupils, staff and property are our main priority. We do operate an open School policy where everyone feels welcome to come in to meet pupils and staff. Unfortunately in this day and age we have to keep the premises locked once the children are inside. The entrance gate to the Nursery is locked on a daily basis from 9.00 am and re-opened at 11.45 am for the collection of Nursery children.

Visitors must report to the main entrance where there is an 'inter-com' system linked to the office.

To enter School, the children should use the pedestrian path from the road and must NOT walk through the Car Park. The School's Health and Safety Policy is available from the office.

School Council

We have an active School Council who meet regularly to decide on matters concerning the School population. They are elected by the pupils in School and have an important role in developing our School further, for example being responsible for Calow Primary's Eco Schools work in caring for our local environment. The School Council also manages its own committees for anti-bullying; personnel ; and Health and Safety.

Home Learning

The Government believes that there is enormous advantage in children spending regular period of time in different learning activities, to support work they do in class. Ofsted have reported that work done at home is a valuable and essential part of School work and is important at all stages in a child's education.

Home Learning will involve a variety of activities e.g. some formal exercises that the children can carry out themselves, some requiring a little supervision, to activities involving parents or carers. Home Learning should not get in the way of other activities they do after School e.g. sport, music and clubs of all kinds.

The Government believes a sensible amount of Home Learning should be set:

e.g.	Years R, 1 and 2	1 hour per week
	Years 3 and 4	1.5 hours per week
	Years 5 and 6	30 minutes a day

The staff do take a lot of time setting Home Learning and they do expect the children to take the responsibility to complete work set and to bring it back to School to hand in, on time.

Extended Services

There are after school clubs for football, netball and games (varying according to the season). Matches with other schools in sport such as football, are arranged on a regular basis. All classes experience educational visits and Year Six take part in residential visits; in 2016 Year Six stayed in Scarborough for three days. Classes across all Key Stages take part in a number of educational visits linked to learning. There are regular visitors to School such as

specialists e.g. musicians; a peripatetic woodwind teacher visits weekly and people who talk to children about specific areas of learning. As a Church School we are proud of our links with Calow Church. The School has welcomed visitors from other church groups such as M.A.S.T. Calow Primary has developed links with schools in other countries including two in France. There is a wide range of extended services available including clubs for writing, reading and choir. The School runs a Film Club, which has 60 members!

Attendance Figures 2015 – 2016

Attendance lost through authorised absences 3.89%

Attendance lost through unauthorised absences 0.00%

Average attendance 96.11%

There was one permanent exclusion this year.

Grievance Procedures

If parents/guardians have a complaint about their child's Schooling, they should raise it with the class teacher or Headteacher. However, there is a special procedure for dealing with complaints about the School curriculum, including Religious Education and Collective Worship. If you have a complaint or query you should contact the School so that the matter can be discussed with the Headteacher. It is expected that the majority of questions and anxieties can be dealt with in this way.

However, if complaints cannot be resolved, then a formal procedure involving the Governors and the LA can be invoked, a copy of which can be obtained from the School or your Local Area Education Office.

How are we working with parents in the community?

Calow Primary enhances the quality of education through well-established partnerships with parents, outside agencies, education providers such as Sheffield Hallam University, Chesterfield College and other schools. We have a particularly close link with the Hasland Cluster of Schools. Parents are welcome in School any many support class activities such as taking part in visits, using their own skills or listening to children read. Parents' views are valued and they are consulted on a variety of topics. Information sessions for parents have been provided covering writing, computing and healthy living. Parents are invited to specific events in School such as class assemblies. In 2008 the School initiated an event for grandparents, which have been repeated every year since. There are two parent consultation sessions each year. School communicates with parents through regular newsletters, letters for specific purposes and our website. There is an active P.T.F.A. that has raised a significant amount of money for School and enabled Calow Primary to purchase computing equipment. There is a close link with the local church. The Church hosts School's celebrations such as Harvest, Christmas and Easter. Calow Primary engages with groups in the community such as Goodman Court, Calow Parish Council and the local Community Centre.

Parents, Teachers and Friends Association

We have a Parents, Teachers and Friends Association. Everyone is welcome to come to the meetings where we organize events throughout the year for the children and families, such as

an end of term disco, talks, Christmas and Spring Fairs. Money raised helps to buy additional equipment for the School to benefit all children. New ideas are always welcome.

Communication

The School Communicates with parents in a variety of ways in addition to letters and newsletters.

The School website may be accessed by visiting <http://calowschool.createprimary.net/>

School sends out emails for a variety of reasons. Please provide the office with your email address so you don't miss out! Your email address is not shared with anyone else.

The School uses Parent Hotline, a telephone messaging service to provide up to the minute updates. The number for the service is **08447 70 75 76**. Access codes are provided for parents when children start School.

Further Information

Please contact the office if you would like to see any of the following documents:

- Schemes of Work
- National Curriculum documents
- Curriculum policies & policies for other aspects of School e.g. Special Needs, Behaviour, Home Learning, Marking and Feedback, Health and Safety
- OFSTED Report and Church Schools' Inspection Report
- Governing Body's Charging & Remissions Policy

Alternatively, a number of documents are available on our School website.

Term Dates 2016 – 2017

Autumn Term 1	Tuesday 6 th September	Friday 21 st October
Autumn Term 2	Monday 31 st October	Friday 16 th December
Spring Term 1	Tuesday 3 rd January	Friday 10 th February
Spring Term 2	Monday 20 th February	Friday 7 th April
Summer Term 1	Monday 24 th April	Friday 26 th May
Summer Term 2	Tuesday 6 th June	Friday 21 st July

May Day Bank Holiday is Monday 1st May

I.N.S.E.T. (when School is closed to pupils):

Monday 5th September, Friday 14th October,
Monday 19th December, Tuesday 20th December
and Monday 5th June.

Ofsted Report

Inspection date 18 – 19th February, 2015

Key findings

This is a school that requires improvement

- Although teaching has improved, it is not consistently good enough to ensure that pupils make the sustained progress needed to achieve well.
- The work teachers set in some lessons is not challenging enough, particularly that set for the most-able pupils.
- Some questioning by teachers does not make pupils think hard.
- Pupils are not challenged enough to produce work that is well presented and grammatically correct.
- Teachers do not make sure that pupils follow the advice given through marking on how they can improve their work and so learn from their mistakes.
- Weaknesses in pupils' ability to apply basic calculation skills in problem solving slow progress in mathematics.

The school has the following strengths

- The Headteacher's effective leadership has improved the quality of teaching. As a result, pupils' progress and achievement are rapidly improving this year.
- As a result of good provision, children in the Early Years Foundation Stage settle quickly and make good progress in relation to their starting points.
- The school provides a calm and nurturing environment in which pupils are kept very safe.
- Pupils' spiritual, moral, social and cultural development are particularly good. Pupils develop a good understanding of British values and of religious and cultural diversity in modern Britain.

The full OfSTED report may be viewed by visiting www.ofsted.gov.uk/reports

Church School Inspection Report

Inspection date 9th March, 2017

Key Findings

This is a School that is Outstanding.