

# Calverley C.E Primary School



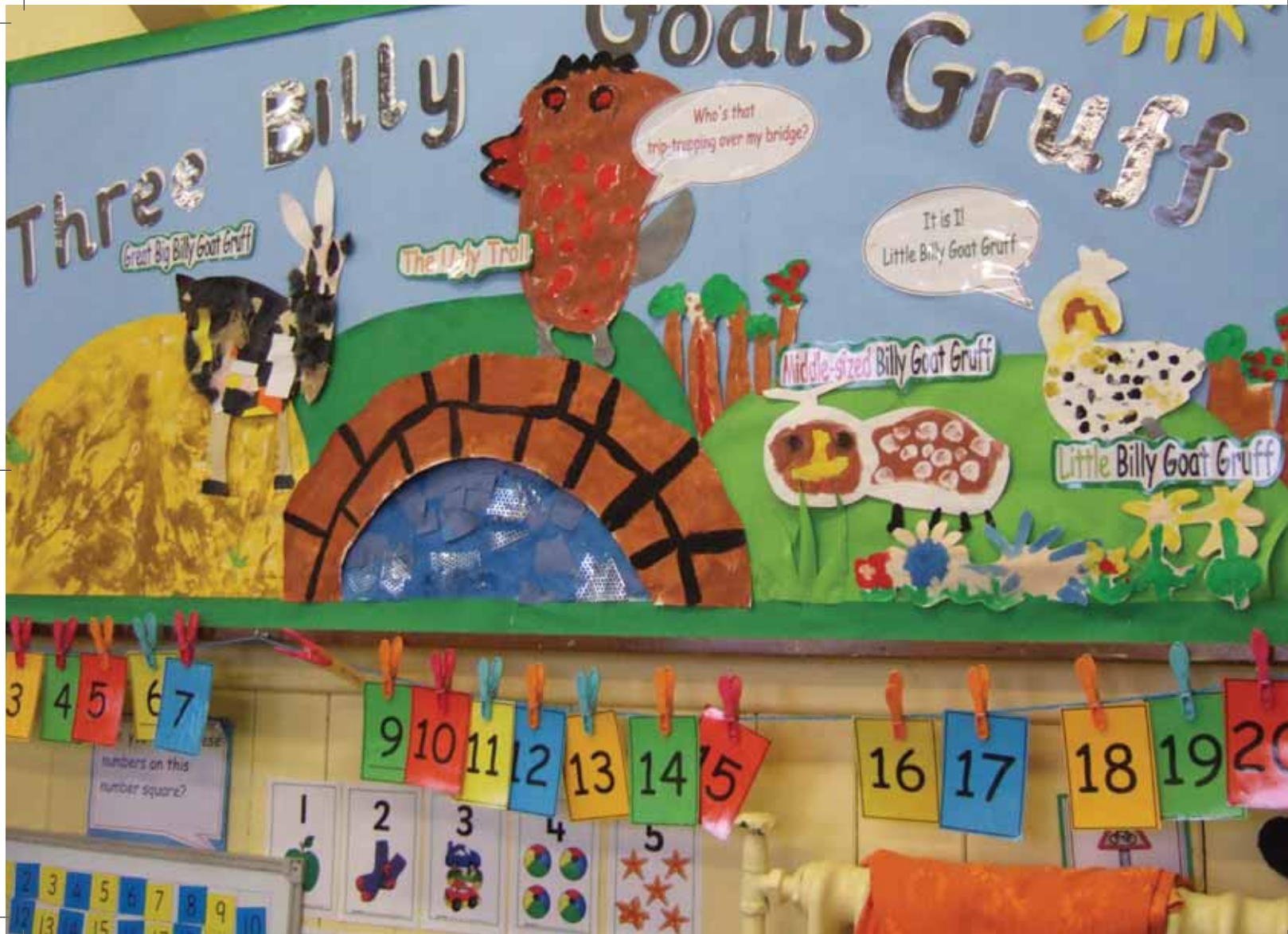
Caverley Church of England (controlled)  
Primary School  
Town Gate  
Calverley  
Pudsey  
West Yorkshire  
LS28 5NF

Telephone: 0113 2146101



## School Brochure

Headteacher: Mrs Judith Putsman Chair of Governors: Mr David Burt



**The Governors are very pleased to welcome you and to endorse this brochure, which we hope will help you in the choice of school for your child.**

We are pleased and proud that, at Calverley C.E. Primary School, we have a very dedicated and conscientious staff, who strive for excellence in order to realise the potential of every child, academically, socially, emotionally and physically.

The Governing Body works closely with the Leadership Team in developing and implementing the strategic vision for the school, based on sound educational principles.

Mrs Putsman, the Headteacher will be happy to answer any questions you might have, and, if you wish to contact me, please do not hesitate to do so.

Yours sincerely

DAVID BURT

6, Carr Hill Nook,  
Calverley, Pudsey,  
Leeds LS28 5QF  
Tel. 0113 257 1364

## At Calverley C.E. we work as a team to ensure that all the children receive the best possible education in a happy, secure environment.

Dear Parents/Carers

Thank you for your interest in Calverley C.E. School. I hope you find this brochure helpful and informative. You can also visit our website at [www.calverleycofeprimaryschool.co.uk](http://www.calverleycofeprimaryschool.co.uk)

At Calverley C.E. we work as a team to ensure that all the children receive the best possible education in a happy secure environment. Our distinctive ethos is based on mutual care and respect and we promote high standards of behaviour and attainment. We support and encourage one another, and enjoy celebrating our successes.

We strive to provide a rich, vibrant curriculum which stimulates the children's interest, offers challenge to all, and support where appropriate, making learning fun. Our talented, committed staff give generously of their own time to offer a wide range of extra-curricular activities. We believe strongly in the development of the whole child.

The school benefits from the expertise of an active and experienced Governing Body, which supports us in managing the school's resources to maintain our high levels of achievement.

If you would like to know more about us, you are very welcome to ring or call in to arrange a convenient time to visit, and it would be my pleasure to show you round the school.

Yours sincerely,



Judith Putsman  
Headteacher.

Towngate,  
Calverley, Pudsey,  
Leeds LS28 5NF  
Tel: 0113 214 6101

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## Our Vision, Mission & Aims

### Vision

Our goal is to provide a first-class education for all our children, with governors, staff and parents working in partnership for the benefit of all.

In our school every child matters and we want every child to:

- Be healthy
- Be safe
- Become literate, numerate, well-informed and confident
- Be creative and innovative
- Be a motivated and independent learner
- Make the best use of his/her talents through a positive contribution to school life
- Enjoy learning

All achievements will take place within a secure, caring, happy environment where it is safe to explore and experiment. Every success is celebrated and built on.

### Mission

We recognise that we live in a world of rapid change in which both flexible attitudes and enduring values have a part to play.

We are a self-improving school, constantly evaluating our practice in order to bring about improvement and raise standards in all aspects of school life.

We seek to create a caring Christian ethos, fostering positive relationships and offering the respect, support, encouragement and appreciation, every individual needs in order to achieve.

We work as a team to ensure that our children become moral, well-rounded citizens well equipped to deal with the challenges they will face in life.



### Aims

- To provide a broad, balanced, relevant and challenging curriculum to meet the needs of all children through the 5 key outcomes of Every Child Matters
- To encourage and sustain feelings of self-esteem and self-worth, and respect for others
- To promote positive behaviour in all pupils to enable quality teaching and learning to take place in a safe, supportive environment
- To offer equal opportunities for all, and through education, foster tolerance and respect for other races and faiths, based on mutual understanding
- To ensure that parents are well informed about and involved in their children's learning
- To develop a sense of belonging to the school community, and to forge links with individuals and groups in the locality and the wider world

## Staff of School

### Headteacher:

Mrs J Putsman

### Deputy Head:

Miss D O'Hara

### Teachers:

Mrs R Stirk	Miss N Gray	Miss V Edgar
Mrs P Simpson	Miss H Wilson	Mrs B Thomas
Mr J Hallas	Mrs E Smith	
Mrs H Caleb (part-time)		
Mrs E Emmett (part-time)		
Mrs E Golborne (part-time)		

### Senior Administrator:

Mrs J Sewell

### Administrative Assistant:

Mrs L Marshall

### Teaching Assistants/LSAs:

Mrs K. Coughtrie	Mrs C Parkinson
Mrs J Boocock	Mrs K Perkins
Mrs T Haigh	Mrs N Sunderland
Mrs B Scriven	Mrs N Price
Mrs A Hepworth	

### Learning Mentor:

Mrs B Bruce

### Superintendent:

Mr M Hardwick

### Cleaner:

Mrs J Preston Mrs A Hartley

### Midday Supervisor:

Mrs C Jobling

### Lunchtime Assistants:

Mrs J Nash	Mrs RWilson
Mrs Lowe	Mrs J Raistrick (3 days)
Mrs H Stubbs	Mrs J Preston (2 days)
Miss Hall	

### Kitchen Supervisor:

Mrs S Jowett

### Pre- & After-School Care:

Mrs B Bruce

### Music Tutors:

Leeds Music Support Service

### Peripatetic Pianist:

Mrs C Wood

## Governors

### Foundation Govs:

David Burt (Chair)	0113 257 1364
Rev. John Walker	
Margaret Roundhill	

### LEA Governors:

David Williams  
Ian Butler

### Co-opted:

Adam Hainsworth (Vice-chair)  
John Flint

### Headteacher:

Judith Putsman 0113 214 6101

### Teacher-Governor:

Pat Simpson

### Non-teaching Governor:

Vacant

### Parent governors:

Andy Lowe  
Andrew Sugden  
Gary Stansfield  
Sally Littlejohns



## The School Premises



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### A Brief History of the School

There has probably been a school connected with St. Wilfrid's Parish Church for over four hundred years, dating back to 1540.

The school was rebuilt on several sites around the church; first under the patronage of Sir Walter Calverley and then under that of the new Lord of the Manor, Sir Thomas Thornhill. For many years it was the only school in the area and the two houses near to the church were used to board the sons of local gentlemen.

In 1856, the new Lady of the Manor, Miss Clara Thornhill, gave some land and a contribution towards the cost of a school and a Headmaster's house. The school building, now modernised, forms the two Early Years' classrooms.

In 1878, a new 'Day and Sunday School' was opened to mark the work in the village of the Rev. Alfred Brown, who had been Vicar of Calverley for thirty-one years. The new school cost £1,600, most of which was raised by people in the village. This building is now the school hall block. The separate Infant and Junior Schools were combined under one Headteacher in 1926.

The responsibility for the financial support of the school and the control of the school were handed over to the Education Authority in 1960, when the school became known as Calverley Church of England (Controlled) School.

Immediately following this step came a rehabilitation programme, in which the two existing buildings were modernised and linked together by a new four-classroom block. This work was completed in 1962. The extension known as 'The West Wing' was built in 2002. The main entrance and ground floor offices were remodelled in 2007 to create more spacious, improved facilities.

### General Information

The school is situated just off the A657 Leeds-Bradford road, immediately behind St. Wilfrid's Parish Church. It is set in a semi-rural location and enjoys lovely views across the Aire Valley. Calverley Woods offer a very close and valuable resource for the school.

A music/ group activity room and an ICT suite adjoin the Hall, which is used for assemblies, P.E., Music and dining.

The playground, divided into three sections, runs the full length of the building. The playing field is at the rear of the building and has an activity corner for the younger children. The field is used as a play area in the Summer months, as well as for organised games of football, cricket and rounders, throughout the year.

We have a tyre park, picnic tables and a garden area for the children to enjoy.

### Parental visits to school

We encourage prospective parents to visit the school prior to completing their school preference form.

Parents of children already at the school are also very welcome to call in whenever they wish to discuss matters concerning their child(ren) with the Headteacher. We have an 'open door' policy and address any concerns immediately.

Class teachers are happy to speak to parents about routine matters at the end of the school day, but an appointment should be made if a more detailed discussion with them is required. Parents of children in the Early Years classes are kept informed daily through informal chats with teachers.

Open evenings are held once a term, for parents to find out about their child(ren)'s progress, and we hold an Open Day so parents can share in their child's school day. Parents are invited to a wide range of assemblies and performances.

### The school continues to evolve and improve its buildings, grounds and facilities.

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## Admission Arrangements

- Children must, by law, start school at the beginning of the term following their fifth birthdays.
- Calverley C.E. Primary School accepts children at the beginning of the academic years in which they reach their fifth birthdays. Children are accepted on a full-time basis following a short, initial period of part-time attendance.
- If your child is due to start school for the first time you need to ensure that the Local Education Authority is aware.

The Authority has a school-choice form which you must fill in to provide them with details of your child and to tell them which school(s) you would most like your child(ren) to attend. The form also allows you to request a place at the same school as an older brother or sister.

As Calverley C.E. School is a 'Controlled' school, parents must complete the LEA allocation form. It is not 'Voluntary Aided' so a letter from the Vicar is not necessary.

### National Curriculum

This is organised into Key Stages.

Foundation Stage	age 3-5
Key Stage 1	age 5-7
Key Stage 2	age 7-11

### Foundation Stage

Children follow the Foundation Stage curriculum which is divided into 6 areas of learning. The children progress through the 'Stepping Stones' working to the 'Early Learning Goals'.

### Literacy & Numeracy

In line with the Government's directives, the school is following the National Literacy Strategy (NLS) and the National Numeracy Strategy (NNS) right through the school.

### Subjects

Pupils are taught the NC Core subjects of Maths., Science, English and Information Communication Technology (ICT) and the Foundation subjects of Design Technology, History, Geography, PE, Music, Art, Religious Education, Personal Social and Health Education, and Citizenship (PSHCE). From Year 3 we also teach French.

The National Curriculum, therefore, provides a framework which gives children the benefit of traditional and new areas of study. However at Calverley we recognise the importance of linking the learning where possible to make it relevant, exciting and accessible to all. We strive for excellence and enjoyment all through the curriculum.



### Christianity and other Faiths

Religious Education is part of the school curriculum. Christian attitudes are fostered through the actions of the staff and the caring atmosphere which prevails in school. Children are encouraged to behave towards each other with care and consideration. A respect for other people's beliefs is encouraged, to promote understanding of the many cultures and religions which are now part of the wider community in which we live. Hinduism, Islam, Buddhism and Judaism are studied in R.E as well as Christianity.

### Assemblies

Morning assemblies are acts of Christian Worship led by the Head, the Deputy, the Anglican Minister or members of staff. Other assemblies are organised and led by classes on a rota. The assemblies take various forms and include our very popular Celebration Assembly. Parents have the right to withdraw their child(ren) from all or part of the Religious Education or collective worship provided, if they so desire.

### Sex Education

Sex Education in school is delivered as part of a whole Personal, Social and Health Education programme (PSHCE). Within the PSHCE programme, a structured sex education scheme ensures all children receive instruction matched to their ages and stages of development. Parents are invited to view the materials used and have the right to withdraw their child(ren) from the sex education lessons.



## School organisation - classes

### Foundation Stage

As we do not have a nursery the Foundation Stage in this school is the Reception Year. We feel it important not to fragment a Key Stage so the children are together in a fully operational Foundation Setting with demarcated outside provision. The staffing levels, which are higher than average giving an excellent adult/pupil ratio, are decided by the number of children in each cohort.

### Key Stage One

The school's admission number is 40 children. All Key Stage One classes must by law be no larger than 30. We therefore have some mixed aged classes in the school. However, our classes are always smaller than 30.

The arrangements in KS 1 are as follows; the children are in 3 classes, a Year 1 class, a Year 1/2 class and a Year 2 class. The mixed class is an even number of each year (eg. in a class of 24, twelve Yr 1 and twelve Yr 2 children). In the discrete Yr 1 and Yr 2 there is a maximum of 28 children.

### Key Stage Two

At the end of Year 2 all children move into Key Stage 2. Again the models of staffing are decided by the numbers in each cohort. The model fits the children not the other way round!

**The models of staffing are decided by the numbers in each cohort. The model fits the children not the other way round!**

## Curriculum Organisation - Year Groups

### Reception

Children entering school at 4+ years of age have had widely differing experiences and are at different stages of intellectual and emotional development. It should also be recognised that the chronological difference between the oldest and youngest members of the class can be nearly a year - which is a quarter of a four-year-old's whole life! It is, therefore, vitally important that each child's development is carefully assessed and that they are introduced to school life in a careful and supportive way, so as to maximise their potential and make them feel settled and valued from the outset.

### Assessing Development

The school uses the Curriculum Guidance for the Foundation Stage and the children work towards achieving the Early Learning Goals by the end of the Reception year. The Foundation Stage Profile is used to ensure progression. The teacher builds up assessments throughout the year from on-going learning and teaching. These assessments are then summarised in the Foundation Stage Profile in the summer term. They will form the basis of reports to parents and for information to be passed on to the child's next teacher. The information is also passed to the LEA.

The teacher uses records from pre-school settings and entry assessments to determine level and pace when planning the lessons and activities.

### Importance of Play

Language and Literacy skills - including speaking and listening - and Numeracy will begin through structured play in the various areas of provision.

Personal, social and emotional development will be encouraged through co-operation and sharing during these activities.

Other aspects of Mathematics are taught discretely in whole class sessions and small focus groups.

### Reading

The teaching of reading is developed through a wide range of methods. Phonics is our key approach in building reading and writing skills and we use 'Jolly Phonics' from the outset to enable children to sound out words very quickly. Other methods such as 'Look and Say' are used for non-phonetic high frequency words.

The school uses a wide variety of reading schemes and materials to suit all children's needs. Children take reading books home regularly and can borrow from our library on a weekly basis.

In the first term we run a workshop to help keep parents informed about how we teach literacy. Parental participation and enthusiasm are crucial in helping children to read.



### Writing

Encouragement to attempt independent writing will take place from the earliest days in school, but specific handwriting practice to teach correct letter formation is an essential part of learning to write. Spelling rules are introduced as children begin to understand the word patterns they are writing.

### Topics

We believe that children need to make links in their learning and that it should be fun. We therefore take the children on a 'Creative Learning Journey' teaching the subjects Science, Technology, History, Geography, ICT, Art, Music and RE through a variety of interesting and stimulating topics, at their level of understanding.

### Physical Development

This is of key importance for young children. We are continually developing and improving our outside area, so that the outdoor curriculum mirrors the indoor.

**We believe that children need to make links in their learning and that it should be fun.**

## Key Stage 1 - Years 1 and 2



### Maths and English

Children follow the Learning Objectives implicit in the National Literacy and Numeracy frameworks to ensure steady progression. Groups of children at similar development stages will work together where necessary. Literacy targets are set and used cross-curricular where appropriate.

### Creative Learning Journey

The exciting learning journey continues with the 'Foundation Subjects' eg Art and History taught through exciting and enriching topics. Parents are fully informed as to what the topics are and how they can enhance the learning. There is a rolling programme to avoid duplication of work.

### Information Communication Technology (ICT)

Children are taught computing skills to enable them to use the computer as a tool to support their learning. They also use specific software programs in a variety of subjects. All children have the opportunity to work in the computer suite as well as using the classroom computers and Smartboards.

### Physical Activities

A structured development of co-ordination, strength, stamina and skilfulness is followed in Physical Education. This is linked with promoting and understanding the need for healthy bodies. These activities also develop attitudes of co-operation as part of a team.

## Key Stage 2 - Years 3 to 6

### Self-discipline and Independence

The cross-curricular approach is used to introduce children to all areas of the NC, but a greater emphasis is placed on the ability of each child to develop self-discipline and independence. The development of a wider range of discrete skills in each curriculum area will be encouraged.

### Assessment

We are very proud of our assessment procedures. Every child from Yr 1 to Yr 6 has individual targets set in the core subjects, and their progress against the targets is tracked electronically. The data is regularly analysed by the Senior Leadership Team, who then involve all staff in the process. If any child has not made the expected progress, intervention measures are put in place to help the child back on track.

Statutory assessment of their abilities is required by the end Year 2 and Year 6.

Continuous teacher-assessment of the children's work levels of attainment is used to monitor progress. Children are encouraged to appraise their own work and suggest ways to improve it.

### Organised Games

Outdoor sports/games include football, rugby, hockey, netball, rounders, athletics and cricket - and their associated skills. The school enters teams in football and cricket competitions, as well as playing friendly matches.

Girls play friendly matches and end both rounders and netball seasons with competitive rallies. Various matches with mixed boys' and girls' teams are arranged regularly. We also enter teams for the district cross-country, swimming and athletics championships and have our own annual sports afternoon for all the children in school - which provides friendly competition for the children and a pleasant afternoon for parents and friends.

### Extra-curricular Activities

Our other many and varied activities include sports such as football, athletics, netball, rounders and multiskills. Other clubs include ICT Club, Reading Club, Art Club, Drama Club, Sewing Club, recorder lessons and the School Choir.

Violin, woodwind and brass tuition is offered from Year 4. This tuition takes place during the school day, but parents pay for the service. We also have an orchestra which is very popular.

## Home/School Liaison

Strong links between home and school are essential, if children are to benefit fully from their Primary Education. Please help your child(ren) and us, by taking an interest in all that happens at school. We send regular newsletters home to help keep you informed. Please check the younger children's bags as they can easily be overlooked! Newsletters are also posted on our website.

This is a family school and we want you, as parents, to be part of the family. Parents are always welcome in school and the Headteacher, Staff or Chair of Governors will be pleased to deal with any problems which may arise. Small queries can usually be dealt with immediately but, if you would like to discuss something in greater detail, it would help if you could first make an appointment, in order to ensure staff have sufficient time available for your problem.

Helpers are always welcome to work in school, but if you haven't the time to spare on a regular basis, please support the PTA functions, meetings arranged to inform you of the school's activities and any out-of-school events in which your child(ren) may be involved.

Effective partnership between school and home provides the very best support for your child. Each half-term your child will bring home an information sheet outlining the programmes of study for his/her year group. We hope this will enable you to talk about the subjects with your child and reinforce the learning in appropriate ways. Encouraging your child from the outset and letting him/her know you are

impressed with his /her achievements, however small, will lay the foundations for a happy school life. Self-confidence and self-esteem are the keys to success and at Calverley we work together to achieve this for all our children.

Please do not hesitate to ask if you are uncertain what steps to take in helping the 'learning process'. It is very important, in such as Mathematics, that the same methods are used at school and at home. Otherwise children can become confused and frustrated, a situation we all want to avoid. We do offer 'Parents Workshops' in Maths and Literacy, so please watch out for them and come along.

The school has a 'home-school agreement' which you are asked to talk about with your child, and sign and return each year. We also ask each child to make his/her commitment to keep the school rules to ensure that high standards of behaviour enable the best quality teaching and learning to take place. The teachers then sign the agreement to demonstrate the school's commitment to realising your child's full potential.

## Special Educational Needs

The school has a comprehensive SPECIAL EDUCATIONAL NEEDS (SEN) policy which forms the basis of all our SEN provision. We seek to ensure that the needs of ALL our pupils are identified and fully provided for in a stimulating and caring environment. Our aim is that all children in school should make the greatest possible progress towards attaining their potential.

Pupils are admitted into school according to the criteria laid down by Education Leeds and no child will be refused admission on the grounds of his/her special needs.

All children, whatever their needs, are given the opportunity to participate fully in all aspects of the curriculum. Where appropriate, this may involve individual or group tuition but, wherever possible, will take place in a mixed ability, whole-class situation, alongside their peers.

Mrs Simpson currently holds a post of special responsibility for children with SEN (Special Educational Needs Co-ordinator). If extra support is required, either to assist a child with learning difficulties - or to provide 'extension' work for very able children - Mrs Simpson will first work alongside the class teacher, to assess the specific needs of the child.

The school benefits from having a Learning Mentor, Mrs Bruce, who works with children identified as having barriers to learning.

The school uses an extensive system of identification, assessment, monitoring and review of all children with special needs and, at all stages, parents are consulted and their views are valued. If necessary, after consultation with the parents, the assistance of outside agencies such as the Educational Psychology Service is enlisted to provide additional support for the child(ren) concerned.

The school also acknowledges the special needs of the more able children and provides appropriate challenges and extension activities for them. We have appointed a Gifted and Talented Coordinator to organise personalised learning programmes and monitor use of resources.

The school's special needs provision is subject to an on-going system of monitoring and review, in order to ensure that the best and most appropriate education is available for all of our children.

A copy of the school's full SEN policy is available to be viewed in school.

## The School Day

Foundation and Key Stage 1 children line up and enter school at 8.50. Key Stage 2 at 8.55am. Children should be at school in time for the school bell. Lateness is something which, we are sure you will agree, should be discouraged and every effort be made to encourage punctuality.

Morning school ends at 12.00noon for Foundation/Key Stage 1 and 12.15pm for Key stage 2.

Afternoon school ends at 3.30pm for all pupils.

### Pre and After-School Care Service

The school provides a pre- and after-school care service in the adjacent church property, The Barn. The club is Ofsted approved and very popular.

Children are supervised from 8.00 am to 8.55am and from 3.30pm to 5.30pm and rates are very reasonable.

### School Rules and Discipline

School rules are kept to a minimum. Children are expected to behave sensibly, with consideration for their fellow pupils, staff and all adults who come into school.

They are expected to exercise courtesy, display good manners and show a caring attitude. Bullying - or harassment of any kind - will not be tolerated and children are encouraged to discuss any worries they may have with their teachers.

Children are also expected to obey the directions of the lunchtime supervisors, who have authority over the lunchtime periods. Failure to comply with these rules could result in parents being asked to take their children home for lunch.

Where children have to be punished, this is done by the loss of privileges such as playtimes or loss of opportunity for involvement in extra-curricular sports activities.

### The House System

The school is organised into 4 'houses' with house captains chosen from Year 6. The captains represent the pupils on the school's Council alongside 2 teachers a non-teaching staff member and a governor and 2 children each from Y2-Y5. House points can be gained for courtesy, consideration of others, consistent effort in their work or other worthwhile achievements. The house cup is awarded to the winning house each week amid great excitement. The winning house is given a 'house party' on the last day of each term.

### Homework

The school has a clear homework policy which sets down the progressive introduction of homework which will be given to the children.

All children are encouraged to read regularly at home - ideally with the help of their parents until they are fully independent. Even then it is a good idea for parents to check on their understanding, as some children become 'mechanical' readers. They will also be asked to learn to spell progressively harder words as they move up the school and learn Number Bonds and Multiplication Tables. These activities will be part of the homework given to children.

Older children will also be required to undertake research work in conjunction with the Topic work, to develop higher order study skills.

In Key Stage 2, the children are provided with a Homework Diary to record the work set, each week. This enables parents to know what work their children have been asked to do and parents are asked to check these diaries regularly.

Parents are also asked to sign a form of agreement to support the school's homework policy, at the beginning of each year and to show their own commitment to supporting the development of their own child(ren)'s educational potential.



## School Dress

We firmly believe in the value of a school uniform. It generates a sense of pride and belonging, sets the tone of the school and is a great leveller, being the same for everyone. Ours is easily accessed from Uniformity in Farsley, and APC in Tadcaster or through school. Most items can also be bought from chain stores at reasonable cost.

### Reception and KS 1

White polo shirt or white shirt  
Red sweatshirt with logo or red jumper/cardigan

#### Boys

Grey tailored shorts or trousers  
(no combats with pockets please)  
Plain grey socks

#### Girls

Grey pinafore/skirt/ trousers  
Plain white socks  
Plain grey or red tights  
Red/white checked Summer dresses (no stripes please)

### KS2

White shirt/blouse (long or short sleeves)  
Red V neck jumper or cardigan (with or without logo)  
School tie (red with thin silver/grey stripe)

#### Boys

Grey trousers  
Plain grey or black socks

#### Girls

Grey skirt or pinafore dress (an appropriate length)  
or smart grey trousers  
Plain grey tights or black tights  
Plain white socks  
Red/white checked Summer dresses. (no stripes)

#### Footwear

In good weather, the children do not need to change their shoes. However in bad weather when the children wear boots or wellies they would have to have some suitable footwear to change into for their own comfort. This could be their school shoes or pumps if you prefer.

Plain black school shoes  
Or if preferred, wellies or plain dark-coloured boots in bad weather (with footwear to change into)  
Or if preferred, plain sandals in Summer (any colour but not too ornate)

### Kit for PE and Games

Plain red T-shirt and black shorts;  
Track suit for outdoors in cold weather, for KS2 children.

**IT IS ESSENTIAL THAT ALL ARTICLES OF CLOTHING AND FOOTWEAR ARE CLEARLY MARKED WITH THE OWNER'S NAME.**

## School Meals

The school has an excellent kitchen staff, who try very hard to put together interesting, nourishing menus. The main courses are pre-frozen meals cooked on the premises. Promoting a healthy lifestyle is one of our school aims and we apply this at lunchtimes always offering a variety of salads, vegetables, fruit and yogurt, and encouraging the children to make the healthy choice.

If your child has special dietary requirements, please let us know. It is important that we know of any foods he/she must not eat. Special diets can be catered for, in certain circumstances.

Dinner money is normally paid weekly, in advance, on Monday mornings (or the first day of the school week, if school is closed on the Monday). Please send the correct money in an envelope, on which the child's name and class are written.

Parents wishing to enquire about free meals should contact the Leeds Benefit Service direct on Leeds 01131 247 6584.

If paying dinner money by cheque, these should be made out to Leeds City Council.

The Kitchen Staff need to be informed of the numbers of meals to prepare, by 9.30am each day so, if your child has a medical or dental appointment - or will be otherwise late, but will require a lunch - please let us know at the start of the day.

Children may bring sandwiches as an alternative to school meals, and again we encourage healthy, fresh food to aid concentration rather than processed convenience food.

The children can sit with their friends at lunchtime, regardless of their choice of lunch.

Changes in children's lunch arrangements may only be made after three weeks' notice has been given to the school, because food is ordered for the kitchen several weeks in advance.

Milk is provided for the children in Key Stage 1 at a cost of £3 per school term.

### Parent Teacher Association PTA

An active PTA supports the school by organising a variety of regular social and fund-raising activities, where parents and teachers can meet in a friendly, informal atmosphere. The PTA committee welcomes suggestions for events and offers of help from parents at these events. The acquisition of many of our 'extras', such as play equipment, additional computers, PE equipment, portable staging, etc., has been made possible only by the tremendous support given to the school by the PTA.

Please come and join us !!

## Medical and Health Matters

Children, where required, are medically examined soon after starting school and sight and hearing checks are carried out at regular intervals thereafter.

It is helpful if you let us know of any medical history which may affect your child in school.

Each child, on starting school, is given a form for you to complete, requesting details of where you can be reached in cases of emergency. This information is treated as confidential, but please let us know of any changes in the details on the form.

In the case of an accident, or of your child being taken ill at school, we shall let you know immediately and arrangements can be made for the child to be taken home. If a child has a more serious accident, the child may be taken to hospital and his/her parents will be informed as quickly as possible.

Written permission is required for any medication which has to be administered during the day. It must be brought to the school office, clearly marked with the child's name and class, etc., and with the written instructions as to dosages clearly stated.

If your child shows any signs of being upset at school times, or shows any reluctance to come, please do not hesitate to let us know. We can then check if any situation in school is the cause of the problem.

## Pre - school time Supervision

Supervision of the buildings and playgrounds by teachers commences at 8.45am. We recommend that children do not arrive at school earlier than this, if at all possible, unless they are using the pre-school care service.

Normally the children remain outside until 8.50 and 8.55am respectively. If the weather is poor the doors will be opened at 8.45 a.m. when the teachers come on duty. We have a wooden outside classroom in the playground which doubles as a shelter in bad weather.

Children attending early morning clubs will of course have access at their appointed time.

The school cannot accept responsibility for the supervision of children before the appropriate time.

## Attendance

Regular attendance at school is demanded by law and it is essential to the progress and well being of every child.

Two weeks' absence during term time for parental holidays is the annual maximum legal allowance. Official holiday request forms must be completed by parents and authorised by the Headteacher prior to the child being taken out of school.

Our attendance is outstanding at a consistent 96%.

## Annual Events

### Every year, the school holds a variety of events including:

Parents interview evenings (1 per term)  
Class Educational Visits  
Class Assemblies;  
Musical Evening;  
Harvest Festival or similar event  
KS1 Christmas Concert  
Easter Play; Easter Bonnet Parade  
Egg Rolling

KS2 Carol Concert  
Spring Fayre  
Fundraising activities for charities  
Sponsored Event for school funds  
Residential Visit (Year 6)  
Involvement in the Church Carnival  
Sporting Fixtures



## Charges and Remissions policy



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The Governing Body of Calverley C.E. Primary School adopts the 'Charges and Remissions' policy of the Leeds LEA. The document is available in school.

The Governing body has agreed to the following modifications to the policy, regarding Calverley C.E. Primary School:-

1. Voluntary contributions will be requested from parents before any excursions during school hours are arranged. If insufficient contributions are received to finance the excursion, it will be cancelled.
2. Voluntary contributions will also be requested for assisting in financing any professional theatrical performance arranged in school.
3. Voluntary donations to cover the cost of items cooked in school and taken home by children will be requested.



## Public Access to Documents

The following documents are available in school if parents wish to see them:-

1. The LEA's statement of curriculum policy.
2. The statutory Articles and Instruments of Governing Bodies.
3. The Statutory Orders for National Curriculum subjects.
4. Circulars and Administrative Memoranda from the Department for Education and Employment
5. Schemes of Work prepared by the school.
6. The arrangements for the consideration of complaints about the school curriculum.
7. The LEA's Agreed Syllabus for Religious Education.

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## Complaints Procedure

### Curriculum Collective Worship and Related Matters

Section 23 of the Education Reform Act required the Local Education Authority to make arrangements for the investigation of complaints about the curriculum and collective worship. Leeds City Council is the Local Education Authority (LEA) for the school.

Complaints about the education provided for the pupils are to be considered as complaints about the Governing Body's responsibilities in respect of the school curriculum.

The full LEA document on complaints is available for inspection, free of charge, at all schools maintained by the LEA, at Public Libraries and Education Offices, together with copies in appropriate community languages and a copy of the advice given by the Department for Education and Employment.

Any person wishing to purchase a copy of these documents will be charged at the cost of producing a copy.

The duties to be covered by complaints arrangements (which are common to LEAs and Governing Bodies [except where noted]) are specified in the Education Reform Act as:-

1. The provision of a curriculum, including Religious Education and Worship.
2. The implementation of the National Curriculum.
3. Provision to pupils of compulsory school age of courses leading to an external qualification.
4. Provision of Religious Education and Worship as required by the Act and other enactments.
5. In the case of an LEA, establishment of a Standing Advisory Council on Religious Education (SACRE) and review of the Agreed Syllabus for the area if SACRE so requires.
6. The need to act reasonably in deciding whether or not to be associated with an application for exemption for all or part of the National Curriculum in order to carry out development work.
7. In the case of a Governing Body, consideration of appeals by parents about the temporary withdrawal of pupils from part or all of the provisions of the National Curriculum.
8. Operation of charging policies in relation to the curriculum.
9. Compliance with regulations about the provision of information.
10. Compliance with any other enactments relating to the curriculum.

