



Meltham Church of England
(Controlled) Primary School

Prospectus
&
Parents' Handbook
2024-2025

Headteacher

Mr Phil Gibbins

email: phil.gibbins@kirkleeseducation.uk

Deputy Headteacher

Mrs Gillian Turner

email: gillian.turner@kirkleeseducation.uk

Chair of Governors

Mr Kevin Stephenson

Contact through school office

email: office.meltham@kirkleeseducation.uk

Vicar

Rev'd Dracup

Contact through school office

email: office.meltham@kirkleeseducation.uk

Meltham Church of England (C) Primary School

Holmfirth Rd

Meltham

Holmfirth

HD9 4DA

Phone 01484 850671

School website www.melthamceschool.co.uk

Letter of welcome to all parents and carers from the Meltham CE Primary School Governing body

Dear Parent or Carer,

Meltham C of E Primary School has a long standing ethos of providing for the children of our community, a well-rounded, exceptional education that concentrates on the core subjects but also inspires the children, allowing them to be creative and active and above all, have an enjoyable and memorable time at school.

We believe not only that it is essential to treat all our children as individuals, but also that we value the opinions, ideas and input of parents and carers. As a consequence, your involvement is not only welcomed, but you are encouraged to come into school to discuss your children's progress (subject to appointment); get involved in our school community through our wonderful parent staff association (PSA); volunteer to come in and help out in class or share a special skill with the children; and perhaps join our governing body and become involved in the governance and leadership of the school itself. Meltham C of E has high expectations and standards for its children.

Teaching staff, whilst setting high standards, are firm but fair, ensuring that our children are self-disciplined and display good positive behaviour and respect for each other as well as adults and visitors to school. However, it is also our aim to inspire in our children a love for learning, a pride in their school and its wider community so that they are well prepared for their continued education and life beyond our school gates. Our school has exceptional grounds and facilities with an arboretum, butterfly garden and vegetable patches, as well as outdoor play, games, cycle track providing a range of outdoor educational activities. Thanks to our enthusiastic staff and community volunteers, we are able to offer a huge range of extracurricular activities, including a Forest School program, sports teams (many of which enjoyed amazing success), musical opportunities in class and through the Kirklees Music School, dancing, cookery and gardening to name but a few. It is the intention to provide something to inspire all our children.

Finally, none of this is possible without our very experienced, dedicated and passionate team of teachers and support staff who are always delighted with the challenges of ensuring that all our children leave school at the end of year six, well prepared for their futures and with high aspirations to enjoy life and succeed.

Should you be interested in your child joining our wonderful school, please take the opportunity to contact us, come for a look round, ask questions and talk to us and our children. You are also invited to our 'new parent and carers evenings' where we can answer your questions and concerns. We look forward to meeting you.

Paul White – Former Chair, Meltham C of E Primary School Governing Board

Our Aims:

Meltham CE Primary School is an exceptional school that works in partnership with parents to create a caring environment where children feel safe and learn to be safe. The school provides an excellent, challenging and enjoyable education which allows our children to:

- experience a broad and balanced curriculum, with opportunities to be creative, active and healthy
- work and play co-operatively, showing respect and good behaviour
- discover their strengths and aspire to achieve their best
- take increasing responsibility for themselves, the community and the environment
- be inspired to develop a love of learning and a sense of wonder
- develop independence to become confident and resilient learners
- embrace Christian values
- be treated as individuals and value the differences between people
- develop spiritual and emotional awareness
- be well prepared for the next stage of education and their future lives

Background to the School

Meltham CE Primary School is a Church of England controlled two-form entry co-educational primary school. Voluntary Controlled means that the school was founded by the Church of England and the church maintains close pastoral links with the school, but the main management responsibility lies with Kirklees Council. The school has 14 classes in total with 2 classes in each year group.

| | Age | Year group | Classes | |
|-------------------------|-------------|------------|----------|----------|
| Foundation Stage | 4-5 years | Reception | Class 1 | Class 2 |
| Key Stage 1 | 5-6 years | Year 1 | Class 3 | Class 4 |
| | 6-7 years | Year 2 | Class 5 | Class 6 |
| Key Stage 2 | 7-8 years | Year 3 | Class 7 | Class 8 |
| | 8-9 years | Year 4 | Class 9 | Class 10 |
| | 9-10 years | Year 5 | Class 11 | Class 12 |
| | 10-11 years | Year 6 | Class 13 | Class 14 |

The school has extensive facilities, with a large hall, Art studio, library and an on-site kitchen. The grounds are large and include playgrounds, balance trails, a cycle track, woods and fields. Foundation Stage children have their own dedicated secure outdoor play area. The school has excellent computer resources with laptops, interactive whiteboards and a wireless network.

Leadership structure

The headteacher is responsible for the day-to-day management of the school and is assisted by the deputy head and two assistant heads; one of which is also our SENCO. There are two additional teachers with extra responsibilities, called Teaching and Learning Responsibilities (TLRs) and include a dedicated early years & foundation stage (EYFS) leader. See Appendix 1 for a list of school staff.

Governors

Governors work as a team called the governing body and are responsible for making sure the school provides a good quality education.

The school has 14 governors:

- 2 Parent governors elected by parents at the school
- 2 Staff governors elected by Head, teachers and support staff at the school. The headteacher is entitled to be a staff governor without an election.
- 1 LA governor appointed by Kirklees council as the local authority.
- 2 Foundation governors appointed by the Church of England Diocese of Leeds
- 7 Co-opted governors, chosen to supplement the skills of the Governing Body

Governing bodies are responsible to parents, funders and the community. The governing body's main role is to help raise standards of achievement. It:

- is accountable for the performance of the school to parents and the wider community
- plans the school's future direction by setting the school's aims and policies

- selects the headteacher
- makes decisions on the school's budget and staffing
- makes sure the national curriculum is taught
- decides how the school can encourage pupils' spiritual, moral and social development
- makes sure the school provides for all its pupils, including those with special needs

See Appendix 2 for a list of school governors. They may be contacted through the school office.

Starting at the school

How are children admitted to school?

Children who will become 5 in the period from September 1st – August 31st are admitted to the school full-time from September.

The school follows the admission's policy of Kirklees Children and Young People's Service.

We will admit children to community and Church of England (Controlled) schools in order of priority up to the Published Admission Number (PAN) for the school. If, within any one of the priorities listed, we cannot offer all children a place; we will give preference to children living nearer the school. Distance is measured in a straight line.

The admission priorities are:

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

We will admit children with Statements of Special Educational Needs where the school is named on the Statement.

Notes about priorities:

- a) Children in priorities 1, above may also be admitted above the PAN.
- b) If we cannot agree to requests for admission in priorities 2 to 5 above without exceeding the PAN, we will give priority, up to the PAN, to children living nearest the school. Distance is measured in a straight line.
- c) 'Live' means the child's permanent home at the date when applications close.
- d) For children transferring to a middle school, preference within any of the priority groups above (up to the PAN) will be given to children attending a first school in the middle school's priority admissions area.
- e) A PAA means a geographical area determined by Kirklees in consultation with the governing body of the school.

All applications for a place in reception must be made online at

<https://www.kirklees.gov.uk/beta/admissions/apply-primary-school-place.aspx>

Applications can only be made from the September prior to the September that your child is due to start school. The closing date for 'on time' applications is the 15 January in the same year that your child will start school.

What happens before my child joins the Foundation Stage Classes?

As parents and carers of children who are offered a place in the Foundation Stage Class you will be invited to a meeting with key staff before your child starts school. The headteacher will be present and there will be an opportunity for you to ask any questions and chat during this time. This meeting takes place in the May before your child takes up their place in September.

Your child will have one half-day visit in June/July. There will be a further opportunity at the beginning of term in September for you and your child to meet the class teacher before starting full time. In September entry into school will be staggered over a two week period. Children will attend full time from their first day at school.

What happens if my child transfers from a different school?

If you are moving into the area and your child is transferring schools, every effort will be made to make your child feel welcome. You are most welcome to visit the school prior to starting and your child can spend time in their new class before admission. Please phone the office to arrange this.

What information does the school need from me?

On joining our school you will be asked to complete an information sheet giving contact numbers and medical details for your child. We also request permission for off site visits and to use photographs and videos of your child within school. If any of this information changes we need to be notified immediately.

What is the school uniform?

The school uniform is a red, black or royal blue sweatshirt or cardigan embroidered with the school logo, worn over a plain white polo shirt and plain grey or black trousers, shorts or skirt. Shoes must be practical and should be plain and black, and socks or tights should be school colours. Trainers must only be worn for PE.

In the warmer weather children may choose to wear school-style summer dresses in either blue or red instead of a skirt and polo shirt.

For PE, children should come to school in their PE kit on PE days unless instructed otherwise by school staff. Kit consists of **plain** dark shorts and/or jogging bottoms, **plain** white t-shirt (no logo), plain dark hoody and trainers/pumps. No sports kits, football shirts or branded clothing please.

All children have the chance to experience Forest School at Meltham CE Primary. Your child's teachers will let you know when this will be. On your child's forest school days, children should come to school in warm and waterproof clothes and shoes/boots appropriate for the weather of the season.

Book bags - In Foundation Stage and key Stage 1, all children should have a school book bag please.

Our main uniform supplier is Term Time Wear, St Johns Road, Huddersfield, website <http://www.termtimewear.com>. They also sell other items with the school logo such as reversible fleece/waterproof jackets, polo shirts and book bags. You can also purchase our uniform on the fair-trade website <http://koolskools.co.uk/productcategory/meltham-cofe-primary-school>. Plain sweatshirts, cardigans and polo tops without the school logo can also be purchased from larger supermarkets. Please also be aware that pre-owned uniform is available for free from Uniform Exchange <https://www.uniform-exchange.org/>. If you would like help with ordering uniform, please call in at the school office.

For safety reasons, both boys and girls with long hair must have it be tied back at all times and no jewellery other than watches (no smart watches) and one pair of earrings for pierced ears are allowed. If worn, earrings must be plain gold or silver studs which must be removed by the child before PE or swimming or by parents in the mornings. Please make sure **all** your child's belongings are named. This

includes coats, hats, scarves, wellingtons and all PE uniform as well as sweatshirts, polo shirts, skirts and trousers. It is also highly recommended that shoes are also named.

Attending the School

What are the times of the School day?

| | |
|-------------------|---------|
| Doors Open | 8.45am |
| Registration | 8.55am |
| Lessons start | 9.00am |
| Morning Playtime | 10.30am |
| Lunchtime | 12.15pm |
| Afternoon lessons | 1.15pm |
| School Finishes | 3.15pm |

Foundation Stage and Key Stage 1 have an afternoon playtime at 2.30pm. Key Stage 2 have no afternoon playtime.

How do children get in to school?

The main access to the school is in Holmfirth Road. There is also a gate from Durker Roods, near the playgroup building. We have a School Crossing patrol outside school. Please help us to keep the children safe by setting a good example and crossing under her direction.

In Foundation Stage and KS1 parents bring their children to and collect them from classroom exit doors. Class 6 entrance and exit is via the conservatory door. KS2 children walk to their entrances at the back of school via the KS1 playground and exit the same way. Late arrivals (from 9.00am) should come to the main entrance.

Where can I park?

There is no parking for parents on school premises except those registered disabled. Please do not use the 'semicircle' outside the main entrance for parking at school opening or closing times as there is a great risk of collision with children entering or leaving the school grounds. The staff car park may be used to drop off or collect children from Breakfast or After School Club before 8.30am and after 3.45pm but please be aware that there may be vehicles moving in this area and supervise your children closely. Parking around school is very difficult; please try to walk to school if possible. Please respect our neighbours' property by parking responsibly; do not block drives. If you are walking your dog to school, please use the dog tie rings outside the main entrance as dogs are not allowed on school premises.

What happens if my child is late to school?

If your child arrives late at school, they must come to the main entrance. Children arriving from 9.00 a.m. will receive a late mark. The gate to the playground is opened at 8.45am, children should not be left unsupervised before 8.45am.

What should I do if my child is absent from school?

Please let us know if your child is ill or away for any reason - please ring the school office between 8.30 am and 9.30am. If your child has not arrived at school by this time and no phone call or other communication has been received, then we will contact you. Please keep your contact details up to date. This is to ensure your child is safe. If we cannot make contact with anyone by phone a member of our

SLT will have to do a 'safe and well check' which is a visit to the child's home address.

Can my child bring a mobile phone to school?

Mobile phones are only allowed to be brought into school by Year 6 pupils and then only in exceptional circumstances to ensure that the child is safe on their walk to or from school. If there are exceptional circumstances permission must be sought from the headteacher. If your child brings a mobile phone the following acceptable use policy applies:

- mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst pupils are on the school premises including playgrounds.
- the phone will be kept by the school during the day
- school **will not accept responsibility** for the security of phones brought into school
- content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher when requested

No wearable technology (smart watches etc) are allowed in school, other than fitness trackers. School will accept no responsibility for the security of these if brought into school.

When are the school holidays?

The school year has three terms, Autumn, Spring and Summer. Each term is divided by a half-term holiday. Please see Appendix 4 or the school website for this year's holiday dates. The school has 5 training days to allocate over the year; these days are chosen to support priorities in the school development plan.

Can I request holidays during term time?

It is well recognised that good, consistent attendance at school is crucial to a child's learning so children should not be taken out of school for the purposes of a holiday. As part of the government's attendance drive, most requests for holidays cannot be authorised: Time off school for family holidays is not a right although we understand the financial implications, but the school may consider allowing up to 10 days absence in exceptional circumstances.

These might include:

- for service personnel and other employees who are prevented from taking holidays outside term-time and if the holiday will have minimal disruption to the pupil's education; and
- when a family needs to spend time together to support each other during or after a crisis.

All requests from parents for holiday absence must be made in writing to the school in advance, at least two weeks prior to the holiday being booked, using the form which is available from the school office and on the website. The request should be sent for the attention of the headteacher and outline the specific reasons why the request meets the requirements of "*special circumstances*".

Further information is available in the School Attendance Policy which will also outline the process for issuing penalty notices.

How do I pay for any school expenses?

The school uses an online system called ParentPay. When your child joins school you will be given a username and password to access the website. The online page shows details of items available for payment specific to your child. Nearly all payments are made by this method, including school trips, school dinners or after school activities. If you don't have internet access, arrangements are made for you to be able to pay via the Paypoint system available at local retailers in Meltham.

What happens at lunchtimes?

We have an excellent school kitchen which provides a choice of well-balanced and nutritious meals at lunchtime. We encourage all children to eat a school lunch as choosing and eating together is an important social occasion. However, if you wish your child to have a packed lunch then this is also acceptable. All children, whether eating a school-provided meal or a packed lunch, eat together in the school hall.

School lunches cost £2.75 per day from September 2024. Current Government policy is that all Foundation Stage and Key Stage 1 children have free school meals. The school uses the ParentPay on-line payment system and all meals must be paid for in advance. If you wish to change from school lunches to packed lunches or vice versa please let the school office know so that the kitchen can plan their ordering process for ingredients etc.

Menus for the school are available at the Kirklees link:

<https://www.kirklees.gov.uk/beta/schools/pdf/menus/Primary-and-Middle-schools/meltham-ce-primary-school.pdf> and on the school website.

Does the school provide milk?

Milk is available for all children. If you wish your child to have milk in school you should order it direct from our supplier 'Cool Milk'. The milk is delivered for them into school each week. There is no charge for milk if the family are in receipt of certain benefits and have applied/been accepted for 'Free School Meals', however you do still have to request to school that milk is ordered for your child. More details of how to order milk will be provided to you in school.

Do we allow snacks in school?

Children should bring a small sports-type bottle of still water to have in the classroom. Children are not allowed juice or squash in these bottles. In Foundation Stage and Key Stage 1, pieces of fruit or vegetables are provided as part of a Government 'Fruit in Schools' scheme and this is usually eaten after morning break.

In Key Stage 2 children may bring a portion of fruit/vegetable to school for morning break but this must be fresh or dried and not processed or chocolate-coated fruit or confectionery. Any fruit or vegetables brought into school must be appropriately packaged to protect other contents of school bags such as reading books from juice! There is a tuckshop in school every Tuesday for KS2 children selling healthy fruit based snacks and drinks.

Where do I collect my child at the end of school?

School finishes at 3.15pm.

Foundation and KS1 children come out of their classroom doors and the teacher will need to identify a parent, carer or other nominated adult for each child to ensure that no child is waiting unsupervised. Class 6 will come out of the conservatory entrance into the Key Stage 1 playground. Again, the teacher will ensure that there is someone to collect each child. Please let us know the names of people authorised to collect your child.

Key Stage 2 children make their own way from the back of the school building to meet parents or carers in the Key Stage 1 playground. If they are collected from school they are instructed that they may not wait unsupervised and if there is no-one there to collect them they must return to the main entrance to wait.

If you are going to be late collecting your child please telephone the school.

Curriculum at the school

What is the school curriculum?

The school follows the National Curriculum which includes the following compulsory subjects at Key Stages 1 and 2:

- English
- Maths
- Science
- Design and technology
- Computing
- History
- Geography
- Art
- Design and Technology
- Music
- Physical education including games, gymnastics, dance and swimming (Year 4)
- PSHE (Personal, social, health and economic education)
- Modern foreign languages - French (KS2)
- RE

The school must teach religious education (RE), although parents have the right to withdraw their children from this and from Collective Worship should they wish. Please discuss this with the headteacher before any decision is reached.

Personal and Social Education and Citizenship (PSHE) is taught throughout the school using the PSHE Association progression for Key Stage 1 and 2 and the MyHappy Mind programme. Health education takes place throughout the school and covers such areas as safety, family life, food and nutrition, hygiene, and substance use and abuse. The school has a scheme of work for Sex Education (RSE) and information can be found on the website. Curriculum policies are also available on request.

The Early Years and Foundation Stage (EYFS or Reception class) curriculum is slightly different and based on seven areas of Learning.

The prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The specific areas of learning are:

- Mathematics
- Literacy
- Understanding of the World
- Expressive arts and design

All subjects and areas of learning include the use of language, whether this is reading, writing, speaking or listening, and wherever possible the children are given opportunities to develop and apply their skills in ICT. Many lessons are cross-curricular and involve two or more subjects. Children are taught in a

variety of situations, in groups, individually, and as a whole class and occasionally the whole school participates in a theme, for example World Book Day, or Science Week.

Each year group presents an assembly to the rest of the school and also to parents approximately twice each year. This is a chance for them to demonstrate what they have been studying in class and builds confidence in speaking, singing and performing in front of an audience.

The school has chosen three drivers that underpin its current curriculum - '**Standout**' '**Shoutout** and '**Breakout**.' When considering our curriculum, our planning and our lessons, staff will always bare these in mind:

STANDOUT is our intention to develop a sense of belonging, a sense of self and to promote diversity, equality and wellbeing. It promotes independence by giving our children responsibilities in the school and wider community. It also provides opportunities for children to make choices and take responsibility for their learning. We teach and develop thinking skills that allow children to increase their independent learning and independence socially.

SHOUTOUT gives pupils a voice to express their opinions, thoughts and ideas. It promotes children's self-esteem and confidence by encouraging them to speak out and be heard. Leadership is a big part of this driver. Children have the opportunity to be part of our range of councils and may take a lead in driving change for the better. Performance is an important part of Shoutout: this ranges from sharing work with our peers to performing in our school hall or at other venues. SHOUTOUT performances and events present opportunities for children to share their personal learning journeys and showcase their talents to their peers and families. This strengthens positive relationships with parents and our wider community

BREAKOUT is our desire for children to be curious about the world around them and to value it. We encourage the children to be inquisitive about their learning both inside and beyond the classroom. Our school is blessed with a rich outside learning environment and BREAKOUT signposts how we use this. Our children's learning and wellbeing are boosted by memorable outdoor learning opportunities. It reaches out into our wider community and engagement with other organisations. We develop links within our local community and further afield to promote understanding, empathy and an appreciation of cultural diversity. This includes inviting visitors and guests into our school to further broaden the experiences of our children.

How is my child's learning assessed?

Assessment for learning takes place continuously through formative (ongoing) and summative (at the end of each year) teacher-assessment. The pupils in each year group are assessed against end of year expectations for children of their age. There are also national SATs (Standard Assessment Tests) at the end Key Stage 2 which provide school with its attainment data each year and your children with their pathway forwards in Key Stage 3. In other year groups, children are assessed using a variety of formative and summative assessments including day-to-day teacher assessment and standardised tests, which monitor progress and inform teaching. In the EYFS, the children are assessed on entry with the statutory Reception Baseline Assessment (RBA) and on exit using the Foundation Stage Profile. Reading is the gateway to all learning. Children follow the Little Wandle Phonics Programme and are assessed every six weeks from Reception and throughout Year 1. At the end of Year 1, all children will take part in the Phonics Screening Check taken by all Year 1 children in England and Wales. Primarily, assessment is a tool which is used to inform the next steps of teaching and learning. Meltham CE Primary school will always strive to ensure as little pressure as possible is placed upon children at these important times.

Do the children go on educational visits?

All classes have at least one educational visit per year to support classroom learning. These visits support subjects ranging from history and geography to science and art and design. In Year 5 the children also stay at Cliffe House for two days and in Year 6 children go on a three day residential educational visit for outward-bound activities. Children may also visit buildings and areas within Meltham and explore the local countryside to support work in subjects such as geography, history and religious education. A letter is sent home asking for your permission to go off site for these visits. You will be informed by letter before they happen. In addition to off-site visits the school arranges various groups such as theatre groups, historical experts and art and music workshops to come to the school to enrich the children's learning experience.

Does the school charge for educational visits?

The school asks for contributions for educational visits and without these the visits would not be possible. No child is ever excluded from a visit on the grounds of cost. Please contact the headteacher if you have difficulty contributing towards educational visits. Pupils whose parents are in receipt of some benefits may be able to access school visits without payment but our policy is to encourage some donation towards the costs.

If a visit is planned we will send a letter home with your child to ask for permission for your child to take part and for a contribution towards the cost. All contributions for educational visits are made using ParentPay. The residential visits which take place in years 5 and 6 can be paid for over time when your child enters KS2, small amounts can be paid off, making payment easier for you to manage. More details can be found in our Charging and Remissions policy on the school website.

What extra-curricular activities are there at the school?

The school offers a range of activities at lunchtimes and after school. It is understood that these clubs change throughout the year and across years; this is not an exhaustive list.

Clubs may include:

- sports clubs - football, netball, dance and sports multiskills.
- music clubs - recorders, choir, school band, drumming
- other interests - Let's Get Cooking, knitting club, outdoor club and art club

A small charge is made for some of these clubs if the staff running the activity are from outside the school. For activities with a limited number of places, these are allocated when payment is received via ParentPay.

Classroom based awards assemblies are held each term in classes for all children. Children may bring in and be presented with any award or certificate from outside school. This may be for playing a musical instrument, swimming, dancing, a football trophy, a scouting or guiding achievement or any other award. It is a way of recognising the whole child and giving children the opportunity to share their outside achievements with their friends and with staff.

What opportunities are there to play a musical instrument?

Music is given a high profile within the school and we provide many and varied opportunities for all children to play, sing, compose and enjoy music in a practical way. All children in years 2 and 3 learn the recorder, all children in year 4 learn to play African drums and in Year 5, children are part of a samba band. Children in year 3 learn to play the ukulele and the school's music scheme (Charanga) allows multiple opportunities to use xylophones and percussion instruments in class. Singing forms an integral

part of school life from the classroom through to assemblies and the school choir. Events such as the school production, festive nativities and our rolling programme of musical assemblies give many opportunities for the children to showcase their talents.

The children are also offered the opportunity to learn a musical instrument through Musica Kirklees from highly specialised music teachers that visit the school. Currently tuition is given for brass, woodwind, percussion, strings, classical guitar and piano and the cost depends on the number in the group and the length of the lesson. The school also has a strong partnership with Holme Valley Music Centre that offer a wide range of exciting music groups for children and adults on a Saturday morning. Further details of instrumental lessons and music centre groups can be found on the Musica website at <http://www.kirkleesmusicschool.org.uk/>

Pastoral Care in School

Safeguarding of children

We aim to act in partnership with you in promoting the well-being of your child and the class teacher will contact you if we have any concerns. We have a Learning Mentor who helps to support links between home and school. There may be times, however, when we need to seek help from agencies outside school; we would normally consult you before doing this. If we have a concern about child protection, we may contact the Social Care Duty and Advice team without discussing this with you first. We would then act in accordance with their advice. Meltham CE Primary is an Operation Encompass school. This means that in instances of domestic disturbance or abuse, the police will inform school so we are pre warned should a child be experiencing difficulties at home.

How do you reward positive behaviour?

We believe that being positive with children is essential in promoting good behaviour. Positive behaviour is expected, but also rewarded by the use of praise, class dojos (our in-class electronic sticker system) and other classroom-based reward systems. Good work and effort are rewarded by allowing the children to go to the headteacher; their achievements are recorded in the 'Celebrations' book and they are mentioned in the Celebrations assembly on a Friday afternoon. Each half term, one pupil from each class is chosen as a 'Shining Star'. Pupils who achieve this award are selected for outstanding effort and success with their work over the half term or for displaying the school's discrete Christian Values. Parents are invited into school to see their child presented with the award.

What is your Behaviour Policy?

We aim to create a safe and secure environment for all children and staff and encourage honesty, fairness and good-manners. All members of the school community are expected to exercise self-discipline, take responsibility for their actions and show care and concern for people, the school and its contents.

We believe good behaviour can be promoted by:

- Providing clear expectations of behaviour and the rights of individuals in the school
- Monitoring children's behaviour
- Negotiating classroom and playground rules and responsibilities
- Using a school reward system
- Using effective classroom management techniques.

All children and staff are aware of the rights in school, these are non-negotiable.

- Everybody has a right to be safe.
- Children have a right to learn and teachers to teach.
- Everybody should be treated with respect and dignity.
- All property should be respected.

These rights are discussed with the children and the rules and responsibilities are developed.

Children are rewarded for good behaviour but are aware that inappropriate behaviour will incur consequences. The consequences in the classroom are:

- Non-verbal reminder
- Verbal reminder
- Time out of place

- Work in another classroom
- Informal referral to Headteacher
- Contact with parents and Headteacher
- Formal Letter to parents

Teachers will start with consequences at the top of the list and will work down the list; if inappropriate behaviour persists. Some teaching staff and support staff have positive handling training. If necessary, staff are able to move pupils physically if it is assessed that they are in danger of hurting themselves or others or causing damage property. All incidents of negative behaviour are recorded and parents may be informed in order to help school encourage improvements in behaviour and attitude. It is crucial to understand that all children are different and that whilst the school's behaviour policy applies to all children, some children will require *reasonable adjustments* in the application of this policy. Children who have an Education and Healthcare Plan (EHCP) or children with their own support plans may have both rewards and consequences adjusted to meet their needs. More information is available in the School Behaviour Policy and SEND policy which is available on the website

How does the school deal with bullying?

Bullying and any type of discriminatory behaviour are never tolerated. The school has an anti-bullying policy that is available from the school office and on the website. An anti-bullying event is held every year and the school signs up to the National Anti-Bullying Charter each year. If you think your child is being bullied you must tell us about it; in the first instance contact the class teacher but if this does not resolve matters please contact the headteacher.

How do we ensure children are safe when using the internet?

The school ensures that access to the ICT system is as safe and secure as reasonably possible. Internet content is filtered and monitored by Schools Broadband. We supervise pupils carefully when engaged in learning activities involving technology and ensure that they know what to do should they encounter any material or receive a communication which makes them feel uncomfortable. All children are made aware of 'Acceptable Use of the Internet' (see Appendix 9). The E-safety Policy has more information and is available on the school website.

How does the school cater for Special Educational Needs?

During their time at school, many children have a special educational need that may present greater challenges than some other children experience in their learning. We aim to make the school as inclusive as we are able for all children. We use a stepped response to meeting needs:

First Quality Teach – the child's needs are met within the day-to-day teaching through their planning, preparation and delivery of classroom learning. This first wave of intervention is designed to meet the needs of the vast majority of children.

School Support - the school funds extra support to meet the child's needs. This may take the form of weekly intervention or support groups or take the form of dedicated small group support in class for portions of the working week. The level of support offered at this level is constrained by the school's budget and no extra funding is made available.

Education and Healthcare plan - the school requests an assessment for this from the local authority. It is entirely the local authority's decision as to whether an assessment is made and this process, should it be successful takes a long time.

In school we offer many support programmes in areas such as maths, literacy, social behaviour(s), and speech and language. We also receive support from Educational Psychologists, Speech and Language

therapists and the school nurse (Locala). If you think your child has a special educational need please speak to the school SENCO to ensure we can meet your child's needs. More information is available in the Equality Policy and the Inclusion Policy.

How does the school cater for disabled pupils or parents?

Our school aims to be inclusive and we make every effort to meet the needs of pupils or parents with a disability. The school is mostly accessible to people in wheelchairs although we do have four upstairs classrooms. If you or your child has a disability please contact the headteacher to discuss how we can ensure that the full range of facilities and curriculum are available to you. The Equality Policy has further information.

What form of worship does the school take part in?

Our collective worship is mainly Christian in character as required by law and is central to the life of the school. Each term it is based on a different theme across the whole school. We follow the cycle of the Christian year but we also make use of stories from other faiths if these illustrate the term's theme. Local church ministers are regular participants of our collective worship and we also invite groups such as 'Hand to Mouth' puppets into school.

Collective worship can be for the whole school, for one Key Stage or for a single year group or class. Parents have the right to withdraw their child from all or part of Collective Worship if they wish; please discuss this with the headteacher. Further information is available in the Collective Worship policy.

How will my child settle into school?

We encourage all the children to care for one another and teach them to empathise with others. In September when children join the reception classes they are each paired with a Year 6 'buddy' who has responsibility for looking after that child at lunchtimes, ensuring that they know how to choose and collect their school lunch, where to sit, and delivering them safely back to the Key Stage 1 playground. This arrangement lasts for a few weeks but we find that the bond formed between our oldest and youngest children often lasts throughout the reception year.

What responsibilities are the children encouraged to take?

Some Year 5 and Year 6 children volunteer to act as play leaders with younger children. They are trained by our lunchtime play worker and at lunchtime a small number of children are assigned to each playground to assist lunchtime supervisors in leading games and activities. If the weather is too wet for outside play, then these children also help in the Key Stage 1 classrooms at lunchtime.

We have a scheme called Playground Champions which provides peer support for children and ensures that everyone can be included in playground activities.

As the children move up the school we expect them to become more independent and responsible for themselves and their possessions, rather than relying on parents, teachers or classroom assistants.

Do you have a school council?

We have a school council which meets regularly to discuss topics that the children suggest and which have in the past included school uniform, fund raising and school lunches. The children's views are always taken into account when decisions are made.

The council is made up of two children from each of years 1 and 2, chosen by the teachers in those years, and two children from each of the year groups in Key Stage 2, chosen by their peers. In addition to this, children may also apply to join other councils. These councils change from year to year but have

included Eco Councils and Arts Councils.

Links between home, school, church and the community

How does the school build good home/school links?

A newsletter, **Headlines**, is sent by email fortnightly on a Friday to all parents, a paper copy is available on request. It is also available on the school website. This usually reports on highlights of the week and reminders of forthcoming events. Twitter is used by the whole school community and parents are able to follow both the school Twitter feed and the Twitter feed from individual year groups. This provides a valuable insight into the teaching and learning in the school.

The teachers are often available to see parents at the end of the day and at least one Key Stage 2 teacher will be in the KSI playground each afternoon at the end of school. The headteacher is pleased to see parents at most times and also aims to be available in the playground at the end of school at least once a week.

The school aims to keep parents informed by holding introductory meetings in September to allow parents to meet their child's new teacher. We also invite parents to curriculum information evenings.

At the beginning of each term, a curriculum newsletter is sent to parents with details of areas of study for the term and suggestions on how you can support your child's learning. If we are worried about the progress your child is making you may be invited to a termly Progress Meeting with your child's class teacher. These meetings help school and parents work together to improve children's development.

Parent Consultation meetings to discuss your child's progress and to review their next targets are held in the autumn and spring terms. Your child's work may be available to view at these evenings. In the summer term, you will receive your child's report (see Appendix 7 for a blank version of the report form) and we hold an Open Evening when you will also be able to see all the work your child has produced.

Does the school have a parent staff association?

All parents and staff are automatically members of the Parent Staff Association (PSA) which raises funds to support the school and enhance the children's education. The PSA meets regularly and organises social functions including school discos and film nights for the children and Summer and Christmas fairs for the whole family. See Appendix 3 for a list of the PSA committee members.

How else can I be involved in the school?

Parental involvement is encouraged and we have a parent coordinator who arranges parent helpers in school. The help can be as simple as photocopying or helping with classroom displays, helping with scissors and glue in the younger classes or listening to children read; all these are invaluable to a teacher in a busy classroom. We also welcome parents' who have skills and knowledge in music, art and crafts, gardening, cooking, languages and sport so please let us know what you can offer.

Parent helpers and all visitors to the school must sign in at the office and collect a visitor's badge. This is for your safety in the event of an emergency and for the children's safety so that we know who is in school at all times. Further information is available in the School Volunteers Policy.

We have two parent governors who are elected by the parents at the school and who usually serve a term of four years. Many other Governors are also parents or parents of former pupils.

What makes you a church school?

The school was founded during the 19th century and was established by the National Society for Promoting Religious Education and members of the Church for the benefit of the local community. Although the school is now managed and funded by Kirklees Local Authority, it still has very close links with the Church and has two Foundation governors appointed by the diocese and the parish. We retain our Church School distinctiveness and our Christian values underpin the ethos of the school but we are inclusive and strive to welcome and serve those of the Christian faith, those of other faiths and those of no faith. We place a strong emphasis on Collective Worship, which reflects Church of England traditions and is led by all our teaching staff as well as local church leaders. The Religious Education follows the Kirklees Agreed Syllabus.

How can I support learning at home?

Parental support is a major factor in the success of each child in achieving his or her potential so we actively encourage the assistance of parents in the education of their children.

The curriculum newsletters sent out at the beginning of each term include ways to help in maths and there are leaflets available to guide you in helping your child with reading and handwriting.

It is very important that you attend the Parent Consultations in the Autumn and Spring terms as these meetings are a chance to find out not only what your child has achieved but also their next targets. These targets are also shared with your child.

A range of homework is set throughout the school; reading is the most important but we also expect some spelling work, reinforcement of learned maths facts such as number bonds and times tables, and for the older children, investigations or research work to support classroom activities.

The school homework policy is available on the website or at the school.

How do pupils transfer through the school?

At the end of each School Year, classes are re-grouped. This flexibility enables us to ensure an even balance of age, gender and ability between classes and to give a wider opportunity for the development of friendships. Please do not make any requests to the class teachers regarding these arrangements.

Where do pupils transfer to for secondary education?

Information about transfer to secondary school is provided in Years 5 and 6 when there are opportunities for parents and children to visit Honley and Holmfirth High Schools during their open evenings. Children also visit the High schools as part of their Year 6 programme. The majority of our children transfer to Honley High School at the end of Year 6.

What links do you have with the Community?

Apart from links with the local church, the school has links with other community groups such as the Over 60s lunch group and local library.

Although we do not have a nursery attached to the school, Meltham Preschool is based on our site and we have very good links with all the local pre-schools. Our Foundation Stage teachers visit these settings regularly, particularly in the summer term to meet the new intake.

We are part of the Honley High School Pyramid of schools. Teachers and other school staff have close links and regular meetings within the pyramid, sharing best practice.

There are opportunities to compete against other local primary schools in various sports including football, netball, swimming and athletics. In addition to this, school takes part in a variety of community events including Christmas celebrations and the Meltham Memories events organised locally.

Do you have facilities for Before and After School Care?

Before and after school care is provided at the school by Meltham School's Out, a not-for-profit company. It has places for up to 42 children at the Breakfast Club each morning and the After School Club session each afternoon during school term time only. The club occupies a purpose-built room within the school and also utilises the school grounds.

Meltham School's Out is registered with Ofsted and was graded 'good' in its last inspection. It has 6 permanent paid employees and is managed by a committee comprising of 2 company directors, company secretary who is the Headteacher, childcare manager, deputy manager and other members who are governors or parents.

Although the club is separate from the school it works closely with the school through the governing body to ensure that its ethos is consistent with that of the school.

- Breakfast Club sessions 7.30am - 8.50am £6.50 per session
- After School Club 3.15pm - 6.00pm £9.50 per session
-

For more details please contact the childcare manager Catherine Stannard on 07745476491

What if I have a concern about the school?

If you have a concern, in the first instance please raise it with the class teacher. The sooner a concern is raised, the sooner we can work to address it. Of course the school has a Complaints Policy which is available on the school website.

Keeping healthy at school

How does the school promote good health?

Healthy eating and the importance of a balanced diet form part of the curriculum throughout the school and are promoted through the school lunch service and the 'Fruit in Schools Scheme' in Foundation Stage and KS1. The school has a School Food policy and is the proud holder of a silver Food for Life award. This recognizes the work done on food, diet and growing in the school.

All children take part in physical education at least twice a week, and there are opportunities to participate in physical activities at lunchtimes, playtimes and at after school clubs. The school makes use of the extensive grounds for sports, games and activities such as orienteering, and we have balance trails in both the KS1 and KS2 playgrounds. There is a ball court in both the KS1 and KS2 playgrounds and equipment such as skipping ropes, hoops, and balls are available in both playgrounds at lunchtimes. The school holds a Sports Day in the summer term when the children compete both competitively and inclusively in a variety of different physical activities. We encourage everyone to walk to school if possible.

In KS2 the children learn about the importance of good dental health and how to care for their teeth. Year 5 children take part in a programme of drug education including information about tobacco and alcohol. The school is a non-smoking (inclusive of vapes and e-cigarettes) site for staff, parents and children alike.

Do you have a school nurse?

To support your child's health and well-being in school we may make a referral, with your permission, to the school nursing team (Locala). A school nurse will then contact you to discuss your child's needs. As part of the school entry health assessment your child's hearing, height and weight will be assessed in school and you will be asked to complete a health questionnaire. This takes place in Foundation Stage when your child has been in school for about a term and you will receive the results of this screening plus advice on any follow-up action. Vision testing is also carried out in Foundation stage and you will be informed of the results of this screening.

What if my child has any health issues?

Please let us know if your child has any medical conditions such as diabetes, asthma, allergies including food allergies, hearing loss or visual impairment.

If your child suffers from asthma, you must complete an asthma information sheet which is available from the school office. All inhalers must be clearly labelled with your child's name. In Key Stage 1 inhalers are kept in a designated place in the classroom under the supervision of the class teachers. Older children are responsible for their own inhalers.

Any allergies must be notified on the school admission form and if children develop any allergies, please let us know. If children have severe food allergies, a meeting between school, the catering service and parents must be held before they can have school dinners. All staff are trained annually in the use of epi-pens.

What if my child needs medicine at school?

Only prescribed medicines can be administered in school. This is in essential cases only and when **four** doses are required. Only one dose can be administered during the school day. In these circumstances the medicine should be brought into the school reception office by an adult. The medication should be in the original container showing the child's name, dosage and name of the doctor, you will be asked to complete a form authorising the medication to be administered. The medication is kept secure in a fridge in the school. When the medication is administered in school this will be logged. An adult must

collect the medication at the end of the school day. No other medication should be brought into school.

Further information is available in the policy for Managing Medicines in school.

What should I do about sun protection at school?

After consultation with our governing body, the school asks that sun screen be applied before children come to school. Any parent who requires additional lotion to be applied may wish to make arrangements with the school and complete an exceptional circumstances request form. Please refer to our Sun cream in School Policy. More widely, sun protection at Meltham CE incorporates hats, long sleeves and the natural shade provided in our grounds: please remember to send hats and water with your children in the morning and they will have the opportunity to refill these during the day. In exceptionally hot circumstances, the school may make the decision to keep children inside during some of their break times.

What happens if my child has an accident in school?

Minor accidents are dealt with by Teaching Assistants or Lunchtime Supervisors. We have fully-trained first aiders including those with paediatric first aid training. We would contact you if your child has had a bad fall or bump. If your child has a head bump, will get a letter and there will be a 'sad face' stamp on your child's hand to draw your attention to their head bump.

What should I do if my child is ill?

Please do not send your child to school if they are unwell as we do not have facilities to care for poorly children. If your child becomes ill during the day, we will contact you immediately so please make sure we have at least two up-to-date contact numbers for you.

Health Service advice states that pupils who have vomited should be kept off school for 48 hours to ensure they are no longer contagious. Information on exclusion periods for other common childhood ailments is in the table below; further information is available at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522337/Guidance_on_infection_control_in_schools.pdf

Cases of head lice do occur in school. If your child gets head lice they must be treated as soon as possible and school informed. If a case of head lice is notified the school sends out letters to all children in the class to raise awareness. Children should not stay off school if they have head lice.

| Infection | Recommended period to be kept away from school |
|--------------------|---|
| *German measles | 6 days from onset of rash |
| Chicken pox | 5 days from onset of rash |
| Diarrhoea/vomiting | 48 hours from last episode |
| *Measles | 4 days from onset of rash |
| *Scarlet fever | 24 hours after commencing appropriate treatment |
| Slapped cheek | No exclusion period |
| *Whooping cough | 5 days after commencing appropriate treatment or 21 days from onset of illness if no antibiotic treatment |
| Mumps | 5 days after onset of swelling |
| Impetigo | Until lesions are crusted and healed or 48 hours after commencing treatment |

* denotes – notifiable disease

Appendices

Appendix I: School Staff

| | |
|-----------------------------------|--|
| Head teacher: | Mr Phil Gibbins |
| Deputy Head teacher | Mrs Gill Turner |
| Reception/Foundation stage | Mrs Emma Wimpenny |
| Reception/Foundation stage | Mrs Jenny Osborne |
| Year 1 | Mrs Rachel Taylor |
| Year 1 | Miss Emma Pyke |
| Year 2 | Mrs Julia Stocks Miss Beth Varley |
| Year 2 | Mrs Vicky Taithe (TLR) Mrs Wendy Haynes |
| Year 3 | Miss Emily Jebson |
| Year 3 | Mrs Rebecca Myers |
| Year 4 | Mrs Tracy Aspey Mrs Charlotte Sanderson |
| Year 4 | Mr Carl Aspey (TLR) |
| Year 5 | Mr Jonathan Davies |
| Year 5 | Mrs Kate Watson Miss Naomi Ellis |
| Year 6 | Miss Sarah Drake (Assistant Head & SENco) Mrs Joanna Mitchell |
| Year 6 | Mr James Baseford (Assitant Head) |
| Part time/cover teachers | Mrs Stephanie Bartholet Mrs Nicola Mottram |
| Business Manager | Mrs Edwina Hirst |
| Advanced Business Support Officer | Mrs Frances Macbeth |
| Business Support Assistants | Mrs Alice Gahan (SEND admin support) Mrs Sara Hogan |
| Cover Supervisors | Mrs Dawn Stier Miss Adele Ingham |
| Learning Mentor | Mrs Danielle Durie Mrs Katie Kenny |
| High Level Teaching Assistant | Mrs Margaret Widdop |
| ICT Technician | Mr Nigel Turner |
| Teaching Assistants | Mrs Sian Parker Mrs Louise Bull Mrs Donna Robb Mrs Gilly Peace Mrs Caroline Booth Mrs Sharon Mellor Mrs Claire Needham Mrs Paula Spittlehouse Mr Andrew Pogson Mrs Dawn Coldwell Mrs Lisa Shepherd Mrs Laurna Ellam |
| Caretaker | Mr Pete Nicholaides |

Appendix 2: The Governing Body

| Name | Type of Governor |
|-----------------------------|-------------------------|
| Carl Aspey | Staff |
| Reverend John Dracup | Foundation - PCC |
| Phil Gibbins | Headteacher - ExOfficio |
| Annette Flooks | Co-opted |
| Melissa Hinkin (Vice Chair) | Foundation - Diocesan |
| Gillian Wainwright | Co-opted |
| Phil Needham | Co-opted |
| Michael Nolan | Co-opted |
| Kevin Stephenson (Chair) | Co-opted |
| Paul White | Co-opted |
| Richard Noon | Co-opted |
| Chris Carroll | Co-opted |
| Catherine Hattersley | Parent |
| Tom Shires | Parent |

Appendix 3: PSA Committee

| | |
|------------|---------------|
| Chair: | Sarah Heywood |
| Secretary: | VACANT |
| Treasurer: | Clare Smith |

Please visit the school website for up-to-date information.

Appendix 4: Term Dates



Meltham CE Primary School 2024/2025 term dates

Autumn Term 2024:

Monday 2nd September 2024 teacher training day

Tuesday 3rd September 2024 teacher training day

First day of term Wednesday 4th September 2024

Half term: Monday 28th October 2024 to Friday 1st November 2024

Friday 29th November 2024 teacher training day

Last day of term Friday 20th December 2024

Spring Term 2025:

First day of term Monday 6th January 2025

Half-term: Monday 17th February 2025 to Friday 21st February 2025

Last day of term Friday 4th April 2025

Summer Term 2025:

First day of term Tuesday 22nd April 2025

May Day bank holiday Monday 5th May 2025

Half-term: Monday 26th May 2025 to Friday 30th May 2025

Last day of term Friday 18th July 2025

Monday 21st July 2025 teacher training day

Tuesday 22nd July 2025 teacher training day

Appendix 5: Attendance Records

Meltham C.E. (C) Primary School



Attendance Return from 5 SEP 2022 to 25 JUL 2023

This report excludes students who left after the 5 September 2022

Number of Open Sessions = 376

This report excludes Boarders

| Group | No. of Students | Maximum No. of possible attendances | Total Absences | | | | Total Attendances | | Total No. of Students who were absent on one or more session | | % Unauth. Absentees |
|--------------|-----------------|-------------------------------------|----------------|------|--------------|------|-------------------|-------|--|---------|---------------------|
| | | | Authorised | | Unauthorised | | No. | % | Auth. | Unauth. | |
| | | | No. | % | No. | % | | | | | |
| Year Group 1 | 58 | 20433 | 633 | 3.10 | 119 | 0.58 | 19681 | 96.32 | 51 | 25 | 43.10 |
| Year Group 2 | 58 | 20902 | 564 | 2.70 | 124 | 0.59 | 20214 | 96.71 | 53 | 19 | 32.76 |
| Year Group 3 | 58 | 21250 | 666 | 3.13 | 116 | 0.55 | 20468 | 96.32 | 52 | 24 | 41.38 |
| Year Group 4 | 56 | 20220 | 610 | 3.02 | 144 | 0.71 | 19466 | 96.27 | 51 | 23 | 41.07 |
| Year Group 5 | 59 | 21205 | 780 | 3.68 | 140 | 0.66 | 20285 | 95.66 | 52 | 28 | 47.46 |
| Year Group 6 | 60 | 21798 | 616 | 2.83 | 206 | 0.95 | 20976 | 96.23 | 55 | 33 | 55.00 |
| Totals | 349 | 125808 | 3869 | 3.08 | 849 | 0.67 | 121090 | 96.25 | 314 | 152 | 43.55 |

Appendix 6: Attainment Records

Meltham C.E. (C) Primary School

SCHOOL RESULTS

These tables show the percentage of eligible children at the end of Early Years Foundation Stage achieving each level in the school in 2023.

The number of eligible children is: 60 .

Figures may not total 100 per cent because of rounding.

| TEACHER ASSESSMENT | | | |
|--|--------------------------|----|---|
| | Percentage at each level | | |
| | 1 | 2 | A |
| Listening, attention and understanding | 13 | 87 | 0 |
| Speaking | 12 | 88 | 0 |
| Gross motor skills | 5 | 95 | 0 |
| Fine motor skills | 7 | 93 | 0 |
| Self-Regulation | 8 | 92 | 0 |
| Managing self | 10 | 90 | 0 |
| Building relationships | 8 | 92 | 0 |
| Comprehension | 17 | 83 | 0 |
| Word reading | 28 | 72 | 0 |
| Writing | 33 | 67 | 0 |
| Number | 23 | 77 | 0 |
| Numerical patterns | 28 | 72 | 0 |
| Past and present | 10 | 90 | 0 |
| People, culture and communities | 8 | 92 | 0 |
| The natural world | 7 | 93 | 0 |
| Creating with materials | 3 | 97 | 0 |
| Being imaginative and expressive | 5 | 95 | 0 |

Meltham C.E. (C) Primary School

SCHOOL RESULTS

These tables show the percentage of eligible pupils at the end of key stage 1 achieving each outcome and the school's attainment in 2023.

The number of eligible pupils is: 60.

Figures may not total 100 per cent because of rounding.

| TEACHER ASSESSMENT | | | | | | | | | | | |
|------------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|
| Percentage with each outcome | | | | | | | | | | | |
| | EM | PK1 | PK2 | PK3 | PK4 | HNM | WTS | EXS | GDS | A | Q |
| Reading | 0 | 0 | 2 | 2 | 0 | | 32 | 50 | 15 | 0 | 0 |
| Writing | 0 | 0 | 0 | 2 | 2 | | 33 | 60 | 3 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 7 | 3 | | 35 | 47 | 8 | 0 | 0 |
| Science | | | | | | 13 | | 87 | | 0 | 0 |

| ATTAINMENT | |
|--|-----|
| Percentage of pupils achieving the expected standard in English reading, English writing and mathematics teacher assessments | 48% |
| Percentage of pupils working at greater depth in English reading, English writing and mathematics teacher assessments | 0% |

Teacher assessment results

| | |
|-----|--|
| EM | Pupil assessed against the Engagement model |
| PK1 | Pre Key Stage Standard 1 |
| PK2 | Pre Key Stage Standard 2 |
| PK3 | Pre Key Stage Standard 3 |
| PK4 | Pre Key Stage Standard 4 |
| HNM | Has not met the required standard for most 7-year-olds |
| WTS | Working towards the expected standard |
| EXS | Working at the expected standard |
| GDS | Working at greater depth at the expected standard |
| A | Absent |
| Q | Maladministration |

Meltham C.E. (C) Primary School

SCHOOL RESULTS

These tables show the percentage of eligible pupils at the end of key stage 2 achieving each outcome and the school's attainment and progress in 2023.

The number of eligible pupils is: 59

Figures may not total 100 percent because of rounding.

| TEACHER ASSESSMENT RESULTS | | | | | | | | | | | | | | | | |
|----------------------------|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|---|---|---|
| | Percentage with each outcome | | | | | | | | | | | | | | | |
| | EM | PK1 | PK2 | PK3 | PK4 | PK5 | PK6 | HNM | WTS | EXS | GDS | A | L | F | P | Q |
| Reading | 0 | 0 | 0 | 0 | 0 | 5 | 0 | | | | | 2 | | | | 0 |
| Writing | 0 | 0 | 0 | 0 | 0 | 12 | 7 | | 53 | 29 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 0 | 0 | 8 | 0 | | | | | 2 | | | | 0 |
| Science | | | | | | | | 20 | | 78 | | 2 | 0 | 0 | 0 | 0 |

| TEST RESULTS | | | | | | | | | | | | | |
|---------------------------------|------------------------------|----|----|---|---|---|---|---|---|---|---|---|---|
| | Percentage with each outcome | | | | | | | | | | | | |
| | B | NS | AS | A | L | M | U | J | F | P | H | Q | |
| Reading | 0 | 36 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grammar, Punctuation & Spelling | 0 | 46 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 39 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| ATTAINMENT | |
|--|-----|
| Percentage of pupils achieving the expected standard in English reading, English writing and mathematics | 24% |
| Percentage of pupils achieving a higher standard in English reading, English writing and mathematics | 0% |
| Pupils' average scaled score in English reading | 103 |
| Pupils' average scaled score in mathematics | 103 |

Teacher assessment results

| | |
|-----|---|
| EM | Pupil assessed against the Engagement model |
| PK1 | Pre Key Stage Standard 1 |
| PK2 | Pre Key Stage Standard 2 |
| PK3 | Pre Key Stage Standard 3 |
| PK4 | Pre Key Stage Standard 4 |
| PK5 | Pre Key Stage Standard 5 |
| PK6 | Pre Key Stage Standard 6 |
| HNM | Has not met the required standard for most 11-year-olds |
| WTS | Working towards the expected standard |
| EXS | Working at the expected standard |
| GDS | Working at greater depth at the expected standard |
| A | Absent |
| L | Left |
| F | Pupil will take test in the future |
| P | Pupil has taken test in the past |
| Q | Maladministration |

Test results

| | |
|----|--|
| B | Working below the standard of the test |
| NS | Not achieved Standard |
| AS | Achieved Standard |
| A | Absent |
| L | Left |
| M | Missing |
| U | Unable to access test |
| J | Just arrived in the school |
| F | Pupil will take test in the future |
| P | Pupil has taken test in the past |
| H | Pupil cheating |
| Q | Maladministration |

Appendix 7:



Annual School Report

Academic Year 2021/22

Year

Personal and social development

Comments about learning

What will make a difference to my learning:

Maths

English:

Class Teacher's signature

Headteacher's Comments

Headteacher's signature



Annual School Report

Academic Year 2021/2022

Year

Attainment, Progress and attitudes to learning

| Core Subjects | Attainment | Attitude to Learning |
|---------------|------------|----------------------|
| Reading | | |
| Writing | | |
| Spelling | | |
| Maths | | |
| Science | | |

| Foundation Subject | Attainment | Attitude to Learning |
|----------------------------------|------------|----------------------|
| Computing | | |
| Religious Education | | |
| Design & Technology | | |
| History | | |
| Geography | | |
| Art | | |
| Music | | |
| French | | |
| Physical Education Games | | |
| Physical Education Gym and Dance | | |
| PSHE | | |

| | | | |
|------------------|------------------------------------|-------------------------------|---|
| | Working towards National Standards | Working at National Standards | Working at National Standards with Greater Depth of understanding |
| Attainment Grade | W | N | A |

Attitude to Learning Grading

| | | | |
|---|--------------|---|-----------------------|
| 1 | Always good | 3 | Inconsistent |
| 2 | Usually good | 4 | Improvement is needed |

If you are unsure of anything, please do not hesitate to speak to your child's class teacher.

Appendix 8: Useful Contacts, Websites and Email Addresses

School office email - office.meltham@kirkleeseducation.uk

School website – www.melthamceschool.co.uk

Anti-Bullying Confidential e-mail: antibullying.meltham@kirkleeseducation.uk

School Nurse Team- <https://www.locala.org.uk/your-healthcare/school-nursing/kirklees-school-nurses/>

www.thrivingkirklees.org.uk
Tel: 0300 304 5555

Kirklees website - www.kirklees.gov.uk

Kirklees free school meals - <http://www.kirklees.gov.uk/beta/schools/free-school-meals.aspx>
email: freeschoolmeals@kirklees.gov.uk
Tel: 01484 221000

School admissions– <http://www.kirklees.gov.uk/beta/admissions/apply-primary-school-place.aspx>
email: pupiladmissions@kirklees.gov.uk
Tel: 01484 225007

School uniform suppliers: <http://www.termtimewear.com/>
<https://www.koolskools.co.uk/product-category/meltham-cofe-primary-school/>

Appendix 9: Acceptable Use of the Internet Agreement



Acceptable Use Policy for Primary Pupils in school.

- I will only use the school ICT equipment for purposes I have agreed with a member of staff
- I will keep my password and login private
- I will not interfere with anyone else's passwords, logins settings or files on the computer
- I will always seek permission before downloading material from the internet or using material I have brought into school because I understand the risks from virus infections
- I understand that I should only publish material on the internet that is my own work
- I know I need permission to take someone's photograph or video them
- Any messages I post on the Learning Platform or send in an email will be polite and responsible
- I will not send or forward messages or create material which is deliberately intended to cause upset to other people
- I will inform an adult if I see or receive any unpleasant material or messages
- I know I must take care about giving away my personal information and making contact with people I do not know using the internet
- I understand that the school may check my use of ICT and contact my parent/carer if they are concerned about my eSafety
- I understand that if I do not follow these rules I may not be allowed to use the school computers or access the internet for a period of time and that this may apply even if the activity was done outside school.

Pupil name.....

Signed.....

Appendix 10: Glossary of Terms

EYFS - Early Years Foundation Stage
ETA - Educational Teaching Assistant
HLTA - High Level Teaching Assistant
HPA - Health Protection Agency
ICT - Information and Communication technology
KSI - Key Stage 1
KS2 - Key Stage 2
LA - Local Authority
PAA - Priority Admission Area
PAN - Published Admission number
PSA - Parent Staff Association
SATs - Standardised Assessment Tests
SEAL- Social and Emotional Aspects of Learning
SEN - Special Educational Needs
TLRs - Teaching and Learning Responsibilities