

# **INFORMATION FOR PARENTS**

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*All Saints' CE Primary School  
Slatefell Drive  
Cockermouth  
Cumbria  
CA13 9BH*

*Tel no: 01900 823431*

## *Welcome from the Chair of Governors*

*Dear All*

*It is a pleasure and a privilege to introduce our school to you in this brochure.*

*This brochure aims to give a concise overview of the workings, ethos, goals and aspirations of the school.*

*All Saints' School continues to develop and improve, building on its already high standards. An excellent team of teaching and non-teaching staff ensures our pupils thrive in a stimulating, happy and friendly environment. All Saints has a tradition of strong support from parents and the local community, which is recognised as a contribution to the success of the school.*

*In recent years there has been great growth in the number of extra-curricular activities in the form of sports, drama clubs, music clubs, computer clubs etc. in lunch hours and at the end of the school day. This growth has been aided by the on-going development of the school grounds and working in partnership with other organisations such as 'Nrich' from Cambridge University.*

*We look forward to welcoming new students who we hope we can help to thrive and flourish at All Saints' School.*

*Eric Nicholson*

*Eric Nicholson  
Chair of Governors*



## *A welcome to All Saints' CE School from the Headteacher*

*All Saints' School is a very happy place where all children and members of staff are valued, individuals flourish and all achievements are celebrated. We are committed to developing the whole child and work hard to ensure that they have a balanced and exciting curriculum. Our nursery class visit Ginn Case and Reception enjoy an annual 'Pow Wow' day. We are proud of the variety of residential visits that our children experience beginning with 1 night in year 2 and continuing and building on this every year until our year 6 pupils visit Glasgow.*

*The curriculum is enriched by many visitors and educational visits eg Year 4 visit Tullie House for the Egyptian experience when they study the Egyptians.*

*All Saints' is an extended school and we run a breakfast club and after school club for our children. Staff and volunteers also run a range of successful after school clubs including orienteering, drama, dance and science clubs.*

*We have a high profile in the community and benefit from the support and help of parents in school. Our children go out into the community singing at Christmas in old people's homes and taking part in community events eg maypole dancing at the Georgian Fair. We invite members of the community to school events and these are well supported.*

*We are an inclusive school with high academic standards and strive to meet the needs of all our children. Our last Ofsted visit reported that pupils' progress was 'outstanding' and that All Saints' School is a school where "all groups of children achieve equally well, higher and lower attaining pupils, girls and boys, and those with learning difficulties, including those who attend the school's specially resourced base."*

*We are very proud of our music and every child has the opportunity to learn an instrument. The instruments available to choose from are the violin, cello, clarinet, brass, guitar, keyboard, drums and recorders. Every year the children perform and play at a concert for their parents. We also have a very successful choir which often perform both in the school and community.*

*You are very welcome to visit our school and it would be a pleasure to show you around.*

*You can also visit our excellent website at [www.allsaintscockermouth.org.uk](http://www.allsaintscockermouth.org.uk)*

*We look forward to meeting you!*

*Nicola Smallwood*  
Headteacher





## OUR VISION for OUR SCHOOL

We are ambitious

for our children to achieve their full potential  
in all areas of their 'God-given' lives



in a caring,  
creative  
and vibrant school;



for our children to be healthy, happy and confident;



prepared for life in a changing society;  
to build a school community that values,

includes and supports every one



of its members.

*All Saints' (CofE) Primary School*



## OUR CHILDREN'S VISION

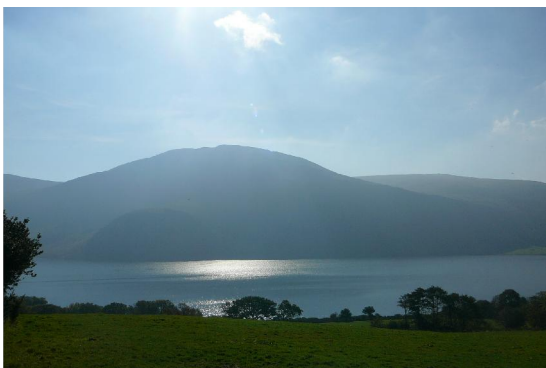


"We are happy, caring children and together we achieve!"

### Mission Statement

We aim to provide:

- A vibrant school environment which supports effective learning
- A school which values and promotes creativity through a broad, balanced and challenging curriculum
- Inclusive education which meets the needs of all its pupils, in a truly inclusive culture
- A sharing and caring school community
- A healthy school committed to improving the health of its community



### COMPLAINTS PROCEDURE

*The Governors have a procedure to deal with formal complaints related to the Curriculum, Charging Policy and other aspects of school life. This is available in school if you wish to view it.*

*The information supplied in this document is in accordance with the information at present available to the Governors, and is believed to be correct as at the date of printing (ie September 2014). In particular, nothing herein prejudices the right of the Education Committee or any of its Sub-Committees, or the Governors, or the Head of the school to make any decision relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors, nor the Education Authority, nor the school, nor any members of the Authority of the school are deemed responsible for any erroneous information contained in this document.*

## THE ETHOS OF OUR SCHOOL

“All Saints’ CE Primary School provides education in accordance with the principles and practices of the Church of England. Worship, religious education and spiritual development are at the heart of every aspect of the work of this school.”

The school supports a number of charities including Operation Christmas Child and Sponsor a Child. It is important that the children have the opportunity to study the causes they are supporting to give real meaning and understanding.



## AIMS OF THE SCHOOL

The school aims to help the children develop lively and enquiring minds, to question and debate, to apply themselves with confidence to tasks, to gain in physical skills, to have respect for the opinions of others, to find enjoyment and fulfillment in their activities and to gain satisfaction from their achievements.

We approach the curriculum through a varied teaching programme. This is designed to stimulate active learning through investigation and problem solving. We value the individuality of each child and encourage all pupils to realise their full potential.



It is the intention of the School Governors that parents will be fully informed and consulted on the progress of their children.

## AIMS FOR THE CHILDREN

All Saints is committed to promote health, happiness and the highest educational standards for all our children by:

- Ensuring that all children reach their full potential socially and academically
- Valuing quality in our work and building self-esteem
- Developing positive behaviour
- Extending and enriching a wide and inclusive curriculum
- Meeting the needs of all our children through a warm and caring ethos
- Providing quality training and support for all those who have an impact on children’s learning including parents

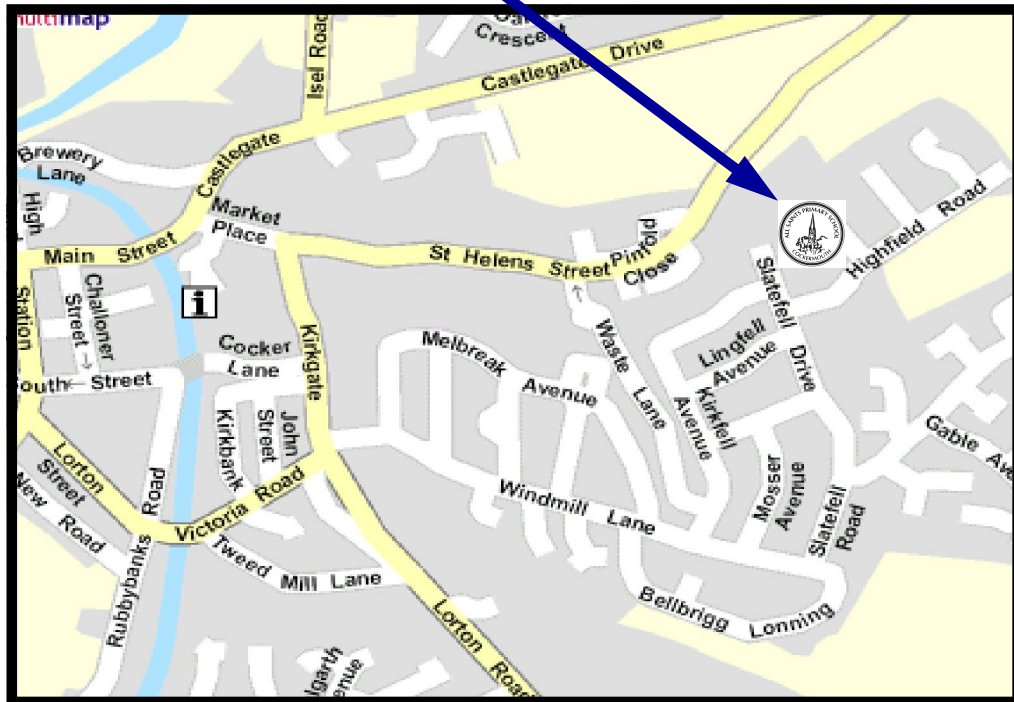


## ALL SAINTS AS PART OF THE LOCAL COMMUNITY

The Governors, teachers and parents of All Saints’ Primary School have adopted the following aims:

- To initiate, develop and strengthen the links between the school and the community for mutual benefit
- To support the community in any effort to improve the physical and cultural environment, and use the facilities of the school as a base from which agencies may work; to develop the school as a centre in which the school, and the community it serves, is integrated, with the community involved in and contributing towards the educational processes, both within the school and the community.

We are here

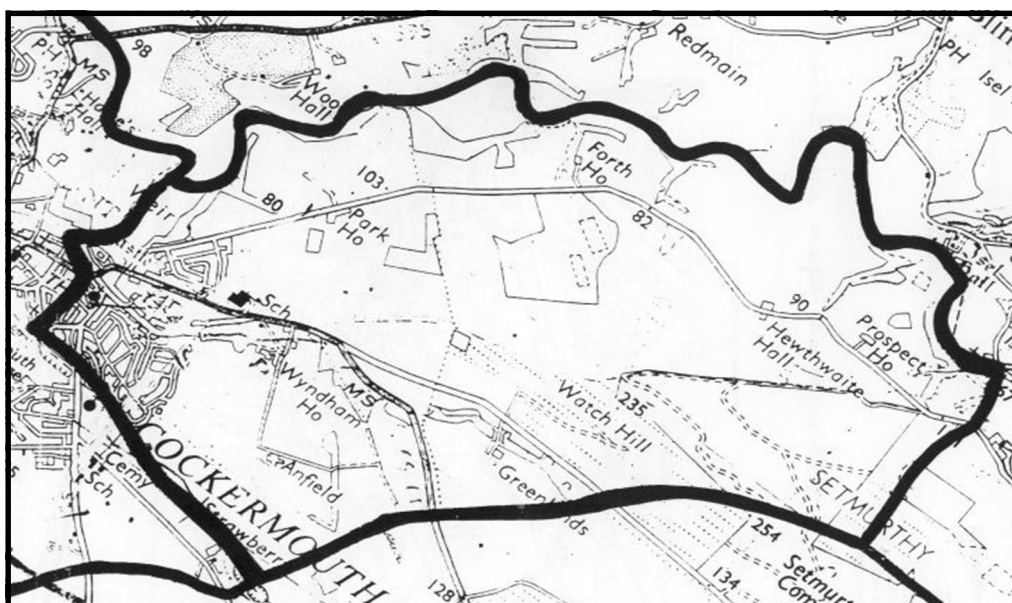


## ARRANGEMENTS FOR PROSPECTIVE PARENTS TO VISIT THE SCHOOL

Parents who are about to enrol their children in Primary School are encouraged to visit the school, with their children, when the school is in session and to talk to the Headteacher and teachers. It would be appreciated if parents wishing to visit the school would make prior appointments. It is hoped that parents will come to the school as often as possible. We arrange sessions in the school when the teachers of the youngest children talk to parents about our teaching methods and advise on helping children at home.

### Our 'catchment' area

All of the children from this area of Cockermouth normally come to our school, but we welcome children from the whole of Cockermouth and surrounding villages.



# EARLY YEARS - THE CRUCIAL START

## Nursery Times

Nursery Session starts at 8.50 am

Pick up time is 11.50 am

## Reception

Morning Session starts at 9.00 am until 11.45 am

Afternoon Session is from 12.55 pm until 3.15 pm

We aim to provide a happy and stimulating learning experience for all children, and we welcome parents as valuable and essential partners in children's early development.

The school provides a separate comprehensive booklet which is available on request. It is full of important information about Early Years teaching and organisation at All Saints' School.

## Foundation Stage Curriculum

The Nursery and Reception Classes are known as the Foundation Stage. All children within the Nursery and Reception classes will follow the new government Early Years Foundation Stage Curriculum which consists of 7 areas of learning and development. These include:

### **The 3 prime areas:**

- Communication and language
- Physical development
- Personal, social and emotional development

### **4 Specific areas:**

- Literacy
- Mathematics
- Understanding the world

*Our Vision and Ideas for  
Early Years/Child & Family Support  
at All Saints' Primary School*

This curriculum is based on children's natural development within these areas, using the play facilities provided. With a common curriculum the transition between Nursery and Reception for children is easier and helps to prepare each child for mainstream school.

- To create a centre of excellence for Early Years teaching
- To provide the highest possible quality of learning environment
- To provide a resource for the early identification of pupils with special needs
- To provide a facility for parents to receive appropriate support to include:
  - (i) *preparing for school*
  - (ii) *parenting skills*
  - (iii) *basic skills*
  - (iv) *routes to training.*

## GETTING READY

**Parent and Toddler Group:** In addition to the service provided by playgroups in Cockermouth we also have a Parent and Toddler group which meets on Wednesday mornings in the school hall. This group is for any parent with children under school age and provides play activities and the chance for parents and children to get to know one another before starting school. There is no doubt that children who have attended Playgroup or a Parent and Toddler group settle more quickly in the Nursery and the Reception class.

**Nursery:** Children can come to the Nursery in the term after they become 3 year old for 5 morning sessions. There are 2 nursery staff (along with many other volunteers) and we also have childcare students on a regular basis. The nursery staff work closely together with the Reception teacher to ensure a smooth transition. Additional provision is available for nursery children at our Breakfast Club (from 8.00 am) and at lunch-time.

**Starting Nursery:** There is an Open Morning, when you and your child are invited to come and look round the Nursery. Initially the nursery staff will visit you and your child at home before your child starts school in September.



**Starting Reception:** There will be an introductory evening for parents, during the term before the children are due to start school, when admission procedures will be fully explained. The children will have the opportunity to visit the school and spend several mornings in the Reception class during the summer term so that when they start school in September they will already be familiar with the class.





# ALL SAINTS' WRAP-AROUND CARE

We provide a Breakfast Club and After School Care for our children . This provides continuity while children are young in a familiar environment where they can feel safe and secure.

The Breakfast Club runs from 8.00 am each morning and staff ensure that children are settled in their classes for the start of the school day.

The After School Club runs until 5.45 pm from Monday—Thursday each week and provides a variety of creative activities which the children thoroughly enjoy.

# COCKERMOUTH AFTER-SCHOOL SERVICE

Cockermouth After Schools Scheme (CASS) operates out of school provision at the Scout Centre (off St Helen's Street, next to the swimming pool in Cockermouth). Holiday activities are available between 8.00 am – 5.45 pm during half-terms, Easter and summer holidays.

CASS is open to all primary age children. Priority will be given to children of working parents. For further information, contact CASS on 01900 828199. CASS is a registered charity, approved by Ofsted.

# HOW THE SCHOOL IS ORGANISED

All Saints' CE Primary School is a voluntary controlled Primary School which at present has 209 children on roll.

All our teacher groups have both boys and girls of mixed abilities. There are several separate areas within the school which are enclosed and suitable for both quiet and busy activities (for example music) or for use as withdrawal areas for small groups.

We provide extra support for children in both Literacy and Maths and many children benefit from these structured programmes. There are opportunities for our gifted and talented children to work with others from the Cockermouth area. For example our gifted and talented mathematicians have investigative challenges at Cockermouth Secondary School.

# PARENTAL CHOICE OF SCHOOL

Parents are free to express a choice regarding the school at which they wish their child to be educated provided there is a place available. Should a particular year group be oversubscribed then the Admissions Policy would apply.

# SCHOOL'S STANDARD NUMBER

The School's Standard Number is 30, this is the maximum number of children which we admit to any one year group in Foundation and Key Stage 1, this limit is in line with Cumbria LA's plan to reduce infant class sizes.



# THE SCHOOL BUILDINGS AND ENVIRONMENT

All Saints is a purpose built Primary School, which opened in 1974 replacing the old All Saints' School in Kirkgate. It is a Church of England Voluntary Controlled Primary School. In 1996 the school opened a Nursery unit.

Our school is light and spacious with many rooms available to cater for the extra curricular activities that are on offer.



Our library is continuously updated and includes books from the many authors that we have visit our school. There is a section with books written in French as our children have lessons in French and enjoy reading these books.



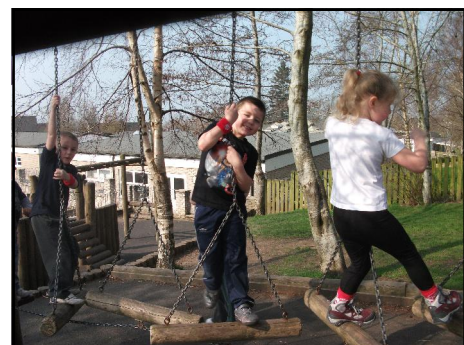
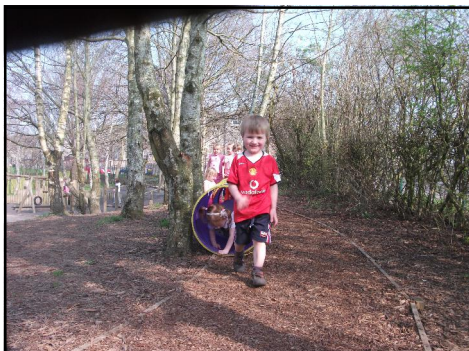
All Saints' School has achieved the 'Activemark' to add to its 'Healthy School' award. This celebrated the PE provision, ensuring active lunch times and the rich variety of after school clubs available throughout the school. We begin the day with 'Wake up and Shake up', an active and fun 10 minutes led by staff and pupils designed to stimulate the body and mind!



We are proud of our school grounds and we have some very keen gardeners in our gardening club who are influential in creating a colourful and vibrant environment. They are actively involved in the community each year, planting spring bulbs in the town.



There is an excellent new Nursery extension. This includes a large and very well equipped Early Years Play Area which the Nursery and Reception children use. Thanks to funding from the People's Millions we have created an interactive Sensory Garden. The children have also worked with an artist to develop a mosaic for the centre of this circle.



# TEACHING AND LEARNING

Our Teaching and Learning Policy is an essential tool for teachers at All Saints. The following is a small extract from the full policy available to view by all parents.

## Entitlement and Curriculum provision

In this school teaching and learning ensure that all pupils:

- Are interested and motivated in their work
- Achieve and recognise success and make progress in their learning
- Have confidence in their ability to work at an appropriate level
- Experience an appropriately broad and balanced curriculum
- Have equality of access to learning and subjects of the curriculum
- Experience a range of teaching methods
- Are involved in integrated and subject-specific activities
- Work individually and as a member of a group
- Have their progress monitored and recorded
- Learn in a purposeful atmosphere where there is respect between adults and pupils.



## The Learning Environment:

- Enables pupils to develop their ideas through independent enquiry
- Enables pupils to take appropriate responsibility for the organisation and care of learning resources
- Is vibrant and organised so that pupils have suitable access to learning resources of good quality
- Contains high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves
- Engages and encourages pupils' learning by promoting a sense of pride in their own achievements and the achievements of others
- Enables pupils to use ICT to enhance their learning across all areas of the curriculum.

## Teaching

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teaching:

- Promotes effective and positive interaction between teachers and pupils
- Promotes high expectations
- Uses a range of teaching styles to include —
  - direct teaching (class, groups and individual pupils)
  - discussion and debate
  - question and answer
  - individual and group investigations
  - role play and drama
  - story telling
  - fieldwork
- Uses well-timed interventions to help the pupils make good progress
- Is planned to enable pupils to learn appropriate skills, knowledge, concepts and attitudes using the National Curriculum and Early Learning Goals
- Provides opportunities for pupils to work individually, collaboratively and as a class
- Acknowledges and makes the best use of the contribution of parents, the community and work carried out at home
- Recognises and manages effectively the support of other adults in the classroom
- Recognises the importance of health and safety
- Recognises the importance of school self-evaluation processes.

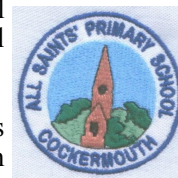
## Learning

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills; respect the environment in which they work; contribute to the development of their environment appropriately; work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

Pupils should have opportunities to demonstrate an understanding of what they have learned and demonstrate positive attitudes to learning.

## SCHOOL CLOTHING

The school has a school uniform policy and expects all children to wear the school uniform which consists of a white or blue polo shirt, red sweatshirt and fleece with school logo and dark skirt or trousers.



Your child's day at school will be varied and active, so she or he will need to dress comfortably. Children in Key Stage 1 will need shorts and a tee-shirt which can be kept in a PE bag. All children at Key Stage 2 will need plimsolls or trainers, shorts and tee-shirt (or similar) for Physical Education and these are best kept in a draw string bag. It would be best to **label all clothing** likely to be removed during the day! Older children will need appropriate clothing for outdoor and field games.

### Dress Code

The school has a code of dress for all children, the key points of which are:



- 1) high heels should not be worn
- 2) coats appropriate to the weather should be brought to school
- 3) it is school policy and health and safety requirement for children **NOT** to wear any jewellery (earring studs are allowed—but must be removed during PE, they are not encouraged)
- 4) kit should be worn for all PE lessons (jewellery should never be worn for PE).

These points are made primarily for reasons of health and safety. If clothing or other property is found it is put in lost property and if not claimed will be donated to charity following a final display at the end of term.

Spare uniform in good condition is sold for £1 in a blue bin near the front entrance to the school.

## SEX AND RELATIONSHIPS EDUCATION

We believe that Sex and Relationships Education should be an integral part of teaching the children as part of the general study of the human body. In co-operation with the School Governors, the school has developed such study as part of the curriculum and, since this area is recognised as a sensitive one, the views of parents and others are sought before decisions are made. The school has a Sex and Relationships Education policy and Scheme of Work which parents are invited to read and discuss with the Headteacher or class teacher should the need arise. Children must follow the area of the curriculum which forms part of the Science Programme of Study for the National Curriculum.

## CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We have implemented the Government's Code of Practice. The school is recognised as a centre of excellence in this field and runs courses for students, parents and teachers. The greatest emphasis is on teaching children to read and write. Each year pupils have access to Reading Intervention and the Bangor Dyslexia programmes and/or additional support in small classes of Literacy throughout the school. Volunteers also support a highly successful Paired Reading programme.

## STRATEGIC FACILITY FOR AUTISTIC CHILDREN

### Strategic Facility for children with Autistic Spectrum Disorders (ASD)

The county's first Strategic Facility for primary aged children with ASD was built at All Saints' School in 1998. The LEA has designated places in the Facility for children with ASD. The allocation of these places is at the discretion of the LEA, in communication with the school. Parents wishing to make applications for places for their children need to approach the Senior Education Officer at Union Hall in Whitehaven. Visits to the Facility are not normally available during the school day due to the nature of the children's disabilities. This is to protect the children and to avoid the risk of additional stress.

The Facility has five purpose built rooms and a trained staff, led by the SENCo Helen Jones, experienced in meeting the needs of these children. Some of the children spend most of their time in the Facility whilst others are taught predominately in the main school. Every effort is made by the staff and pupils at All Saints to include the children with ASD in all aspects of the life of the school.

## PASTORAL CARE AND BEHAVIOUR

We recognise that, as a teaching staff, we have responsibility for all aspects of a child's well being whilst he or she is at school. We accept that in addition to our obvious concern for any learning difficulties children may have we also have concern for any social, physical or emotional troubles, since these will have an obvious effect on the children's progress in school. If we feel that children are experiencing problems that cannot be resolved within the school we shall contact the parents to talk about the matter and decide jointly on some action that will ease the situation. If we cannot together find a solution the advice of specialists such as the School Nurse or the Educational Psychologist will be sought, but only with the parents' knowledge and permission.



There is a full behaviour policy available to view which clearly identifies our approach to behaviour using the Personal, Social and Health Education curriculum. This includes our approach to dealing with bullying.

“At school we must work towards standards of behaviour based on the basic principles of honesty, mutual respect, consideration and responsibility.”

## EDUCATIONAL PSYCHOLOGIST

Educational Psychologists are employed by Cumbria County Council to work with schools, families and individuals. They are both qualified psychologists and experienced teachers having studied child development, learning and behaviour. Sometimes a child may experience difficulties at school and the Educational Psychologists can advise teachers, parents and the child themselves how best to make progress.

## SCHOOL HOURS

	<u>Reception, Years 1 and 2</u>	<u>Years 3, 4, 5 and 6</u>
<b>Doors Open</b>	<b>8.50 am</b>	<b>8.40 am</b>
<b>Morning session</b>	<b>9.00 am—11.45 am</b>	<b>8.50 am—12.10 pm</b>
<b>Afternoon session</b>	<b>12.55 pm—3.15 pm</b>	<b>1.10 pm—3.15 pm</b>

The school has supervision responsibility for pupils from 8.40 am until 3.25 pm. Parents have responsibility for their children at all other times.



## ARRANGEMENTS FOR MEETING STAFF

As a primary school we are fortunate that we see many parents daily, especially those of the younger children. We would like parents to regard the school as a welcoming and supportive place, where they can come and talk to teachers about their children's progress.

Obviously some times are better than others, preferably after school or before lessons begin in the morning. In an emergency parents are welcome to contact the school at any time.

Twice during the school year parents are invited to have a discussion with the teachers. The teachers will have prepared their "report" for the discussion and will welcome feedback from the parents on the child's reaction to his or her activities in school. Parents are also welcome to see relevant records and documents relating to their children.

## THE HEALTH SERVICE WITHIN SCHOOL

The school health service exists to keep children healthy so that they may achieve their potential in school and in life generally. Medical examinations take place in the child's first school year and, for selected children, in their last school year but examinations may be arranged at any time when asked for, or when it is considered necessary. Parents are always invited and encouraged to attend medical examinations.

There are regular examinations for vision, hearing and speech initiated by the School Nurse, the school itself or parents, and appointments with consultants are made if necessary. The Speech Therapist visits the school regularly.

The School Nurse (SRN) visits the school regularly to carry out inspections and to help with health education. She welcomes enquiries through the school or directly at the Cockermonth Clinic at the Cottage Hospital, Cockermonth. Mrs Ann Park is our School Nurse.

We are not allowed to give medicine of any kind in school without prior agreement. If regular medication is necessary arrangements can be made with the school.

Should a child be taken ill or injured in school, every effort will be made to contact the parents by telephone. In exceptional cases the school will accept responsibility for getting the child home, or for arranging proper medical attention.

## SAFEGUARDING CHILDREN

At All Saints' Primary School we regard child protection as an essential task of all our staff. Our school fully recognises the contribution it can make to protect children and support pupils in school. There is a Safeguarding Policy (and Photography Policy), available for all parents to view. It applies to all who come into regular contact with children. There are three main elements to our policy:

**Prevention** through the development of a positive, open school atmosphere and teaching and pastoral care which supports its pupils;

**Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and;

**Support** to pupils who may have been abused.

Staff are obliged to follow strict lines of communication regarding child protection issues and are required by law to make confidential referrals to Children's Social Care should evidence of possible abuse become apparent.

The Child Protection Officer of All Saints' School is Nicola Smallwood who has received Child Protection training.

## THE EDUCATION WELFARE SERVICE

The Education Welfare Officer is able to give confidential advice and help to parents who are having financial or housing difficulties, for example, and can assist with the completion of school meal forms if asked. They can be contacted either through the school or directly at Union Hall, Scotch Street, Whitehaven, (Tel: 01946 852700).

## PARENTS HELPING WITHIN THE SCHOOL

We welcome the help and expertise of parents and others within the school. Ways in which such help can be given include assisting with general activities, reading, talking to children about jobs and hobbies, doing odd jobs about the school, and escorting children, with teachers, when making educational visits. If you have spare time to help in school you would be very welcome, whether it is for a one-off visit, an odd morning or afternoon, or on a regular basis.



## EDUCATIONAL VISITS

The school likes to make full use of the environment and regards it as a valuable learning resource. It is a policy of the school that children are taken on residential visits as many times in their stay at All Saints' Primary School as is practically possible. The periods away from school are gradually increased as the children progress through the school, although they are encouraged to join residential visits from an early age.



Children will be taken on visits to explore the local area and, occasionally, further afield. When such visits are to occur, parents will be advised beforehand and we ask parents to complete permission slips to cover all visits.



Children in Years 2 and above have been given the opportunity to go on short residential visits. In 2011 children spent time away at centres in St John's in the Vale, Grasmere, Newcastle

and Glasgow.

Such visits are planned to support the school curriculum, with valuable work being done before, during, and after each visit. We find children benefit enormously from such experience. A policy document regarding educational visits is available from school if parents require further information.

### Payments for Visits

Parents may be asked to make a voluntary contribution towards the costs of such visits. The Governors have a "charging policy" which parents may like to view.

# HEALTHY SCHOOL

All Saints' School has attained the National Healthy School Standard. We are committed to maintaining high standards of health and health education (see PSHE curriculum). Every child in Nursery, Reception and Key Stage 1 receives fruit free of charge from the Government. Sugary sweets and crisps are not allowed. We would also ask parents not to put sweets into children's sandwich boxes.



**Peanut products must NOT be brought into school as certain children could suffer from a lethal anaphylactic shock.** We would ask parents to check carefully for such products. Thank you.

All children are encouraged to drink water in school and sterilised bottles are provided for this purpose. Should your child be in Key Stage 2 and wish to bring their own bottle they are welcome to do so. We ask all parents to support us in this 'healthy school' drive. There is now a great deal of evidence to prove that this has a significant beneficial effect on behaviour and learning, and that of course is what we are all about.

We also encourage healthy and safe routes to school. We promote walking and cycling to school. We teach 'Bikeability' to pupils in Year 6 with the help of volunteers.

## ECO SCHOOL

We are an "ECO SCHOOL". This means that we 'think globally' about the environmental problems which face the planet. But we aim to 'act locally' with the whole school taking part in practical measures to improve and protect our immediate environment. The school collects waste paper (and in the last year has 'saved' 16 trees) and postage stamps for recycling and uses Fair Trade Products for staff refreshments.

## OUT OF SCHOOL ACTIVITIES

Currently the school runs many clubs over lunchtimes and after school including football, science, orienteering, computer, chess, gardening, drama and dance. Parents will be informed of such activities and of any changes during the school year.

## MODERN FOREIGN LANGUAGE (MFL)

At All Saints we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The focus language taught in our school is French.

French is taught regularly to ensure progression and skills development but other languages are taught on suitable occasions to ensure that the linguistic expertise of all staff is used. Christmas carols, festivals, geography/history project work all contain foreign language elements, which enables all pupils to experience a variety of languages.

Although MFL is a cross-curricular subject, children in KS2 are taught specific skills, concepts and vocabulary in a weekly-dedicated French lesson with the class teacher and a Specialised. Language teacher. The class teacher reinforces the content of these sessions during the week.

The children are taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in French
- look at life in another culture

At All Saints' we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. A lunch time French club is available for our Year 1 children and a free after school club for our Year 2 children.



## ENGLISH

The English Curriculum at All Saints' School has four distinct elements: reading, writing, speaking and listening. These essential skills have a very high priority throughout a child's time at the school and are practised by the children in all areas of the curriculum.



Drama is an integral tool through which many areas of the curriculum are taught eg hot seating in History when a member of the class takes on a role of Florence Nightingale and other pupils have the chance to question "Florence" about her life and experiences. drama is regularly used as a stimulus for writing eg in the Power of Reading the Year 2 children used role play to be penguins when studying the Emperor's Egg. In RE and PSHE drama eg "conscious alley" is used as a tool to promote tool, discussion and valuing others' opinions.



The school has fully implemented the Revised Primary Literacy Framework. This entails the school working to a framework which ensures that English is taught in a particular way.

An hour each day is timetabled specifically for the teaching of literacy. This session includes whole class, independent and group work focusing on a variety of texts, writing, spelling, reading skills and handwriting.



At the Nursery/Reception stage when children first enter school, English work builds upon language skills that the children already possess. Children are presented with a rich and vibrant environment full of writing and speech. Writing will be in the form of displayed labels, captions, name tags, children's work and individual letters. From the earliest days in school all children will be encouraged to recognise and respond to the writing that they see. Handwriting is taught each week. The Letters and Sounds Phonics Programme has been fully implemented in Foundation Stage and Key Stage 1.. Our children all take part in 'Big Writing', where soft lighting, gentle music and special pens and paper help create a relaxed atmosphere where the children can concentrate on the enjoyment of creating a long piece of writing.

At Key Stage 2 the children are further encouraged to use the wide range of skills that they now possess. A great deal of writing is done following visits and firsthand experience. Prose and poetry are used throughout.

In both Key Stages, the children are at all times encouraged to speak clearly and listen attentively to both their friends and teachers. Class discussions and debates are a valuable vehicle for allowing children to speak to an audience and developing the skill of listening carefully.

Reading has a very high profile throughout the school. Each year a substantial amount of money is allocated for reading books and reading materials. There is a well structured reading scheme which has a main base of the Oxford Reading Tree. This is supplemented by a wide variety of other reading material. Children are encouraged to take books home where parents can take an active role in developing reading skills. There is overwhelming evidence to show that where children and parents read regularly together, children progress much more rapidly.

At Key Stage 2 an emphasis is placed on reading for information in support of topic work, as well as reading for pleasure. A large range of fiction books are available in each class.

Our excellent library provides a collection of information books which are available to all children. We are constantly improving and increasing the stock of library books.

## MATHEMATICS

Children are expected to study: Number (including Algebra); Measures (including Weight, Mass, Length, Time, Capacity, Volume, Scale, Area, Money and Temperature); Data Handling (Graphs, Charts, Databases); and Shape and Space (this includes 2D and 3D Shapes, Angles and Compass work). We are using the Abacus Evolve Mathematics scheme throughout the school. The school believes that we should involve parents in helping their children to develop mathematically, and for this reason parents will be kept informed of the methods we use to teach Mathematics.



Parents can help by playing board games with children (use two die), and family card games. Children can be involved in baking, measuring for shelves or floor coverings, laying the table etc. Let children handle real money, counting out the change in your purse. Let them use calculators - children can learn a lot from them and we use them throughout the school as a real help with problem solving.

If your child is worrying about some aspect of Mathematics in school, don't wait - come into school for advice. The more you understand what we are about, the better you will be able to help your child. Support programmes and small group work helps meet the differentiated needs of all our children.

There are also special opportunities for our Gifted and Talented children throughout the year and we are delighted to be working with 'Nrich' from Cambridge University..

## ART AND DESIGN

At All Saints' CE Primary School Art and Design has a significant and valuable role to play in the overall ethos of this school. This has been recognised by the 'Arts Mark' award. The teaching of Art and Design within the school is based upon the following rationale : □

- Art and design stimulates creativity and imagination
- It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world
- Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think
- Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments
- They explore ideas and meanings in the work of artists, craftspeople and designers
- They learn about the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures
- Art enables children of all abilities to use their creative imagination to achieve their potential with guidance and given criteria
- Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific art skills and reinforces skills already established.
- Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives
- Art club provides a further opportunity for children to experiment with different mediums and techniques in a fun and relaxed environment



Above all it is hoped that the children will see themselves as Artists and value their own work.

# CURRICULUM ENRICHMENT AND THE CREATIVE ARTS

The school regards the Creative Arts with great importance.

The school has maintained the high profile of the Arts in the lives of young children and agreed to hold several termly, annual and bi-annual events.

We have a “Book Week” each year where staff place great emphasis upon reading and accessing books:

- Visits to school are made by Librarians
- Poets, Authors and Storytellers are invited in to school
- Children visit each other’s classes to share in the process of story reading



As the children get older there are more opportunities to visit theatre and the whole school sees about three full productions per year.

Bi-annually, the school holds a day known as “Book Character Day”, whereby the staff and children are invited to attend school dressed as a character from a book



Arts Week is held as a yearly event. During this week the children are given an intense experience of just “The Arts”, this includes Art, Design, Technology, Literacy, Drama and Music. Every effort is made to ensure that on or around this time a visiting Artist is invited to work in school. In the third term, the teachers work with all of the different classes in school.



## SCIENCE

All Saints has a whole school policy of practical investigation into all aspects of the everyday environment, integrating the National Curriculum guidelines. These Attainment Statements are co-ordinated with continuity and progression within the school and between the phases. Scientific understanding is approached through a combination of observation, experiment and the testing of ideas to make sense of further experiences. We aim to develop the growth of attitudes and skills through a variety of activities. This is often achieved by firsthand experience both inside and outside the immediate environment of the classroom, combined with field trips and residential visits.



This year the aims have been achieved through, for example, work on man-made fabrics, electricity, light and colour etc. To develop positive attitudes and co-operation in the children, the science work included in these topics aims to give the children the ability to hypothesise, experiment, record, communicate and draw conclusions. This is achieved through a variety of means including discussion, writing, charts, graphs, computer data, models, displays and other relevant methods.

We believe these processes will extend and develop each child's natural curiosity and appreciation of their world. In this technological age, Science is essential in helping children understand and later shape their environment.

## RELIGIOUS EDUCATION

All Saints is a Voluntary Controlled Church of England School. The religious education given at the school is, by law, of a non-doctrinal nature, not distinctive of any particular denomination, but the expectation is that it will be broadly Christian in content and outlook.

The 1988 Education Act requires schools to include religious education in the curriculum, and to have daily acts of worship. Arrangements are made for those children whose parents wish them to be withdrawn.

The Cumbria Agreed Syllabus 2011 gives children the opportunity to develop both their knowledge and understanding about religion, their own beliefs and values; as well as allowing them to reflect on their own experiences in light of their learning about religion. In Nursery and Reception children start with familiar experiences such as birthdays, Christmas gifts and family celebrations, which provide a basis for sharing religious celebration and ceremony. Christianity is taught throughout the school, together with Hinduism at Key Stage 1 and Hinduism and Islam at Key Stage 2, as well as a knowledge and understanding of major religions practised in Britain.

Within the school we try to maintain a broadly Christian, caring attitude, with an emphasis on love and consideration for one's neighbour, and an appreciation of the innate value of every person within the school community. It is expected that the children will visit "our church", All Saints, on several occasions during their time at the school.

## GEOGRAPHY

Geography is a subject of great fascination to children. At All Saints' School, we stimulate the children's interest by providing them with a variety of experiences. The school is sited in grounds which have been developed to provide a diversity of habitats. We have a stream flowing through the conservation area and a large scale geological collection, both of which are used to enhance children's learning. Both young and old children explore the environment close to the school, which is rich in interest and provides vivid contrasts.



All classes go on day and half-day visits to farms, forests, National Trust lands and areas of geographical interest. From Year 2 the children are encouraged to go on residential trips where they experience unfamiliar environments. We study other European Countries, using video and audio tapes, books, CD ROMs, maps and, whenever possible, invite outside speakers.

Each year, as a whole school, we focus on a particular country and become involved in a development project there, raising funds to help with the scheme. All this experience is combined with the more traditional study of Geography which takes place in the classroom.

The Year 6 children develop their links with Cockermouth School by undertaking the "Discovery" level of the John Muir Award.

## HISTORY

At Key Stage 1 the emphasis is on the children's own and family histories, as well as famous people and events of the past.

At Key Stage 2 History is taught through a thematic approach. The areas of study are: the Ancient Greeks, the Aztecs, the Romans, the Tudors, the Victorians and aspects of local history.

Wherever possible we incorporate visits, visitors and artefacts to enrich the children's historic experiences. The school has a close link with the Tullie House Museum in Carlisle through their user group scheme.



## MUSIC

It is our policy that children should be given the opportunity to gain enjoyment and satisfaction from listening to, composing and performing music. The majority of the children's musical experiences will be with the class teacher as an integral part of the curriculum, eg singing and playing percussion instruments. Keyboard, guitar and recorder tuition is given by Mr Melville, who also runs a choir as a before school activity.



The school has made arrangements for pupils to receive tuition in keyboard, percussion, violin, cello, guitar and clarinet during the school day. We aim to add to this list whenever the opportunity arises. In addition there is the opportunity for the children to have instrumental tuition in string and brass instruments at Cockermouth School Music Centre on Saturday mornings.

Every child continues to leave All Saints' School having had the opportunity to learn an instrument. These include; violin, cello, woodwind / clarinet, brass, guitar, keyboard and recorders. The school has adopted a new music scheme. The community remains at the heart of the school. The children continue to present art and perform poetry and music to local people of all generations and this is a strength of the school.



# PHYSICAL EDUCATION



The aim of Physical Education in the school is to contribute to the physical development of each child, to enable them to experience a sense of achievement through physical activity and to teach them how to co-operate with others. To achieve these aims the school provides a balanced programme of gymnastics, games skills, dance, athletics, swimming and outdoor activities.

In gymnastics the children will meet physical challenges through movement, participating in both floor and apparatus work.

In games we aim to teach equipment handling skills, group co-operation and the need for rules, thus enabling all the children to take part in games such as netball, football, rounders etc. In dance the children experience movement which is both expressive and creative.

Swimming has a high priority in school. Children are made aware of the dangers of water at an early age, and taught to swim as soon as possible. Currently swimming begins at Year 2 and continues through school to Year 6. As an extended school we offer a very wide range of after-school sports activities. The school also enters many sports competitions.



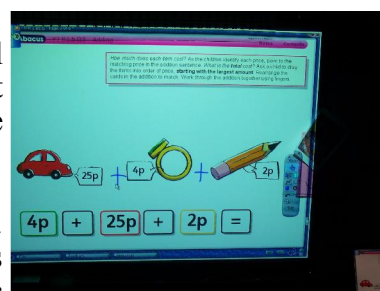
## School Sports :

The school arranges sporting fixtures with other schools in the area. These matches, in both competitive and friendly fixtures, are played on a friendly basis and the school ensures that all children who are interested will have the opportunity to play for the school. We have the use of the play facilities at the Highfield Sports Ground, as well as making use of the all-weather pitch facilities at Cockermouth School.

## HOMEWORK

The partnership between parent, child and school is fundamental to the progress of every child. We provide a home-school agreement for every family which explains the importance of the commitment to this partnership.

Homework is set for children according to their age and ability. Younger children are asked to read and learn spellings. This is built on as the children get older and maths, science and topic work are also given.



to

Children are always encouraged to take home school reading books.

We encourage parents to support their children and we hold curriculum afternoon and open evenings where parents have the opportunity to discover how their children are taught subjects and to ask questions.

# TECHNOLOGY AND DESIGN



The National Curriculum expects children to combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.



Topics for study will include the home, school, recreation, community, business and industry. Children will be encouraged to use other subjects to support their design and making activities. These should include an understanding of the needs and beliefs of other people and cultures, both now and in the past. As the children progress they will be given opportunities to identify their own tasks and learn the skills necessary to work with a range of materials, ingredients and technologies to design and make their own products. The children are usually involved in one major design, make and modify project per term.

The school participates in local and regional competitions and were the proud winners of the regional competition last year.

## Information and Communication Technology

ICT is an important National Curriculum core subject. ICT skills are taught throughout the school, from Nursery to Year 6, and are used as a tool for learning in all the other curriculum areas, for example data handling and research skills in Science, through to composing in Music.

We have a dedicated computer suite where the children are taught in small groups from Year 1 to Year 6 by our experienced ICT teacher on a weekly basis. Teaching of ICT is fun and varied and skills are based on National Curriculum guidelines and the QCA scheme of work.

### Hardware/Software

Our modern classrooms are all equipped with a number of permanent networked computers for the children to use. Each classroom also has regular access to a range of digital devices such as cameras and monitoring equipment. All teachers have a laptop and interactive whiteboards and these are used extensively in lessons to embed ICT into each and everyday life.

We have a modern dedicated ICT suite in which pupils are taught discrete ICT lessons and the hardware and software are regularly updated to ensure the school stays in touch with the fast-moving pace of technology and the skills required to be a competent user of ICT.

On top of the ICT suite we also have a portable trolley containing a class set of networked laptops and these are used to support the children's learning in their own classrooms.

### Extra-Curricular

We have a very successful and popular lunchtime Computer club. All the children in Key Stage 2 have access to this club and we do try and provide additional access to those children who may not have a computer or access to the internet at home.

### Virtual Learning Environment (Moodle)

The school are currently developing their use of a VLE called Moodle. This online system allows pupils to access their work from home and allows more interaction between pupils and the classroom.

## PSHE & CITIZENSHIP

At All Saints PSHE has always been a high priority and will continue to be a main focus of the school and integral to its vision.

The school has achieved the **National Healthy School Standard**.

Personal, Social, Health Education and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

All the staff at All Saints recognise that pupils should have opportunities to take responsibility for themselves and their environment. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the life of the school and community. Most teachers are trained in delivering '**Philosophy for Children**' and this also supports improved self-awareness, logical understanding and improved communication.



PSHE is taught whenever possible across the whole curriculum and dedicated PSHE lessons and Circle time.

We have an enthusiastic and successful School Council which meets to discuss issues raised by pupils.

A Life Education Bus (supported by the Home-School Association) visits the school every year to support this area of the curriculum.

## INSURANCE

Some parents wrongly assume that if a child is injured at school the County Council is held to be responsible regardless of the circumstances, and that its insurance will automatically cover any liability. This is not so - the County Council's responsibility is strictly limited to cases where there is negligence by them or their staff. Accidents can happen in school, on the sports field, or during school visits, when the County Council or its staff are in no way at fault and, therefore, not responsible.

The provision of personal accident insurance is considered to be the responsibility of the parents. Parents who are interested in this form of insurance can contact their local insurance broker, but they may be interested to know that the National Federation of Parent-Teacher Associations has arranged a suitable policy. It costs a small amount per annum but it provides for a substantial compensation in the event of a disabling injury, regardless of how or when caused. A leaflet is available at the school.







Lord,

Thank you for life,  
for caring,  
for making me special

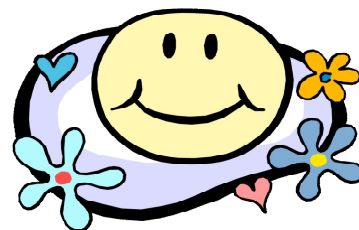
because we all fit in somewhere.

Help us to search out the love,  
wherever it may be,  
because we are all special  
and we all need  
to fit in somewhere.

*Sarah*

## SCHOOL GOVERNORS

Eric Nicholson	Chairperson / LA Governor
Nicola Smallwood	Headteacher
Yvonne Dykes	Staff Governor
Rev'd Adrian Thompson	Ex-officio
Deborah Hoddinott	Foundation Governor
Sue Warner	Foundation Governor
Adrian Parry	Parent Governor
Jane Hunter	Parent Governor
Lesley Bowen	Parent Governor
Kate Whitmarsh	Parent Governor
Mary Mitchelhill	Co-opted Governor
Simon Cook	Co-opted Governor
Jan Heslop	Co-opted Governor
Heather Hobday	Clerk to the Governors <i>may be contacted through the school.</i>



All Saints' Primary School is a Voluntary Controlled Church of England School for children aged 3 to 11 years.

## ALL SAINTS' HOME SCHOOL ASSOCIATION (HSA)

The Home School Association (HSA) exists to support the school and through its committee a programme of events is organised throughout the year - not just fundraising events but social and educational events too. As new parents and guardians of children who attend school you are automatically members of the HSA.

The HSA is responsible for providing a school uniform of red sweatshirts, fleeces and polo-shirts and shoe bags. Please ask for the current price list and sizes available or help yourself to an order form from the notice board in the Key Stage 1 cloakroom. Allow up to 4 - 5 weeks for the sweatshirts to arrive after the order has been sent off.

### The aims of the association are:

- To foster relationships between the staff, parents and others who wish to be associated with the school
- To engage in activities which support the school and advance the education of the children attending it
- To provide social functions to promote good fellowship among members.

We hope that, as new parents, you and your family will support the Association and actively participate in the events throughout the year.



## STAFF AT ALLSAINTS' CE PRIMARY SCHOOL

### HEADTEACHER

Nicola Smallwood BEd (Cams), MA

### SENCO

Helen Jones B Ed

### TEACHERS

Diana Corden BSc, PGCE  
Yvonne Dykes BEd  
Sue Fletcher BSc, PGCE  
Sarah Ingledeu BA with QTS  
Jim Halliday BA, PCGE

Chris Steele BA, PCGE  
Fiona Miller BSc, PGCE  
Gareth White BA, PGCE  
Jonathan Knott BA with QTS

### SPECIALIST SUBJECT LEADERS

Brian Melville of Solway Music  
Jan Doughty NVQ 3  
Magdalena Donaldson Cert Ed

Music Teacher (part-time)  
ICT Teacher (part-time)  
French Teacher (part-time)

### TEACHING ASSISTANTS:

Carol Henderson NNEB  
Pat Askew NVQ 3  
Karen Fearon NVQ 3  
Erica Renney RGN  
Jan Doughty NVQ 3  
Brenna Farmer BA  
Liz Goldie NVQ 3  
Heather Wilkinson NNEB  
Helen Hodgson NVQ 3  
Aimee Flook NVQ 3  
Louise Taylor NVQ 3  
Judith Smyth BSc, PGCE

Sarah Lightfoot NVQ 4  
Elaine James NVQ 3  
Edwina Brame NVQ 3  
Emma Straughton NVQ 3  
Jeanne Rogers NVQ 4  
Linda Lobb BA  
Sarah Smith NVQ 3  
Jenny Kemp BA with QTS  
Sarah Cooke BEd  
Cheryl Beck NVQ 3  
Lisa Gonzalez NVQ 3  
Michelle Myers CACHE Level 3

### JANITOR CLEANER

Simon Cook  
Jacqueline Grisedale

### IT TECHNICIANS

Les Cooper  
Mike Dixon

### MID-DAY SUPERVISORS

Liz Goldie  
Angela Kirkbride  
Jacqueline Grisedale  
Danielle Foster  
June Irving  
Lisa Gonzalez  
Janice Lowther

### SCHOOL ADMINISTRATION

Heather Hobday BA, DSBM  
Eileen Lumb BA



# SCHOOL TERMS AND HOLIDAY DATES – 2015/2016

## AUTUMN TERM 2015

<b>STARTS</b>	<b>ENDS</b>	<b>HALF-TERM HOLIDAY</b>
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Monday 7 September	Thursday 17 December	Monday 26 October to Friday 30 October
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Number of school days in term: 69



## SPRING TERM 2016

<b>STARTS</b>	<b>ENDS</b>	<b>HALF-TERM HOLIDAY</b>
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Tuesday 5 January	Thursday 24 March	Monday 15 February to Friday 19 February
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Number of school days in term: 53

## SUMMER TERM 2016

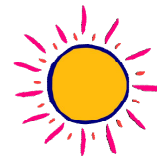
<b>STARTS</b>	<b>ENDS</b>	<b>BANK HOLIDAY</b>
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Monday 11 April	Thursday 21 July	Monday 2 May
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<b>HALF-TERM HOLIDAY</b>
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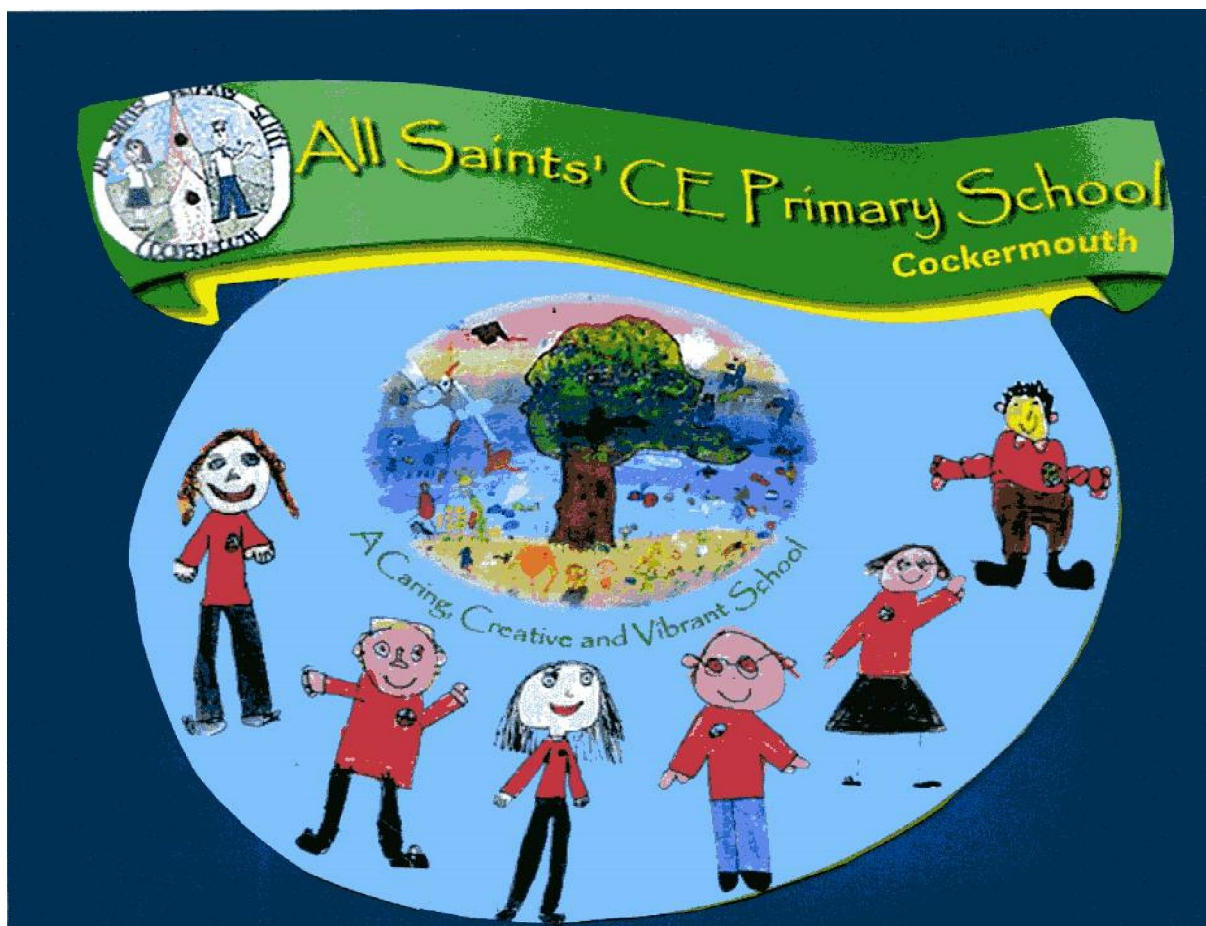
Monday 30 May to Friday 3 June
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Number of school days in term: 68  
Number of days in year: 190



## PUPIL ATTENDANCE

Good regular attendance by children is the key to achieving their best at school. Parents are legally responsible for ensuring that their children attend and remain at school daily. If your child will not be in school, please always let us know by telephone or a written message on the first day of absence.



## **ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH DISABILITIES**

All Saints' School prides itself on its inclusive ethos. We have a Strategically Resourced Facility for children with Autistic Spectrum Disorder; admission to the Facility is through the Local Authority.

All disabled pupils are treated equally to ensure that they can access the curriculum and all reasonable steps are taken to ensure they are not placed at a disadvantage.

Existing facilities to assist the access to the school by pupils with disabilities include modified taps, low level sinks and adapted toileting and bathing facilities and ramps. The Access Plan is reviewed annually by Governors and is available on request.

We implement the school's special needs policy by discussion with staff and governors on an annual basis.

## **ALL SAINTS' EQUALITY POLICY**

A full copy of All Saints' School single equality scheme for schools is available on request. This scheme aims to integrate equality for people irrespective of race, disability, gender, sexuality, religion, belief and age.

The progress made in implementing the action is monitored by Governors and reported annually to the full Governing Body—a copy of the minutes are available on request.

## **Excerpts from our OFSTED (2014) report:**

The OFSTED report identifies All Saints' CE Primary School as a good school.

Inspectors, who visited the school in March 2014 noted that:

### **- On teaching and learning**

“Good teaching makes sure that pupils are happy and confident learners. Pupils enjoy tackling interesting tasks and activities that are hard enough to make them really .“

### **- The curriculum**

“The very well planned curriculum ensures that pupils are excited about activities and keen to learn. They gain a great deal from the many extra sporting, musical and artistic activities.”

### **- Care, Guidance and Support**

“Pupils are kind to each other, courteous to adults and show respect for each other.”

### **-Leadership**

“The Headteacher, with the strong support of leaders and staff, is determined and successful in making sure that every pupil, whatever their circumstances, is helped to achieve their best.”

The Inspectors reported on the friendly welcome they received and confirmed what staff and governors already knew – that this is a school to be proud of!

The full report can be downloaded at:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112272>

A Church of England Denominational Inspection took place in 2012 and commented on the safe, family feel which the school has and the Christian values which permeate the school.



**CUMBRIA EDUCATION SERVICE  
GENERAL ADMISSIONS POLICY 2015/2016  
Community and Voluntary Controlled Schools**

Where there are more applications than places available at a community or voluntary controlled school for entry to all year groups **except Year 12**, applications will be prioritised using the criteria below. They will be applied in conjunction with explanatory notes 1 - 6 which form part of the policy.

1. Children looked after and who were previously looked after, i.e. in public care, giving priority, if necessary, to the youngest child(ren) - see note 1 overleaf.
2. Children living in the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of admission. See notes 2 and 3 overleaf.
3. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school (or associated infant or junior school) who were allocated a place at that school by the LA either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the LA as the next nearest with a place available or (b) the school is named in the sibling's Statement of Special Educational Needs/Education, Health and Care Plan - see notes 2, 3 and 4 overleaf.
4. In relation to Church of England Voluntary Controlled Schools, children living within the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
5. Other children living in the catchment area giving priority to those living closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA.- see note 6 overleaf.
6. Children living outside the catchment area who have brothers or sisters in the school (or associated infant or junior school) at the time of their admission - see notes 2 and 3 overleaf.
7. In relation to Church of England Voluntary Controlled Schools, children living outside the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. See notes 5 and 6.
8. Children living outside the catchment area, giving priority to those who live closest to the school, measured by a straight-line measure between the centre of the pupil's home address and a common point on the school site as determined by the LA - see note 6 overleaf.

Applications will be prioritised on the above basis. An exception will be made under the Authority's policy for the education of children with special needs (i) where a child holds a Statement of Special Educational Needs/Education Health and Care Plan, or (ii) is currently undergoing a statutory assessment, and in either case it is considered that attendance at a particular school is necessary to meet the identified needs of that child.

### **Explanatory Notes**

[These notes are part of the policy]

#### **Note 1**

A child looked after is a child in public care, who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989. Children previously looked after are children who were looked after, but have ceased to be so because they were adopted or became subject to a Child Arrangements Order or Special Guardianship Order (Children Act 1989).

#### **Note 2**

In criteria 2, 3 and 6, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Priority will only be given where it is known at the time of allocating places that a sibling will be attending the school [excluding a nursery class] at the time of admission.

#### **Note 3**

Where reference is made to ‘associated’ infant and junior schools this is to describe those situations where infant and junior schools share the same catchment area.

#### **Note 4**

If parents or carers believe they qualify for consideration under criterion 3, they should indicate this on their preference form in the place provided for this purpose.

#### **Note 5**

To be considered under criteria 4 or 7 parents or carers must provide proof with the completed form that they regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance. ‘Regular’ is defined as at least twice a month. Attendance may be at more than one church but should be for at least two years prior to the application date.

In criteria 4 or 7 applications will be prioritised using the distance measurement methodology set out at Note 6 below, with those living closest to the school measured by the shortest straight line distance given priority.

#### **Note 6**

Distance measurements will be undertaken using the Local Authority’s computerised Geographical Information System [GIS]. This measures a straight-line measure between the centre of the pupil’s home address and the main entrance to the school building as determined by the LA in conjunction with the Headteacher at the time the determination was made.





**LIAISON WITH COCKERMOUTH SCHOOL**  
**CASTLEGATE DRIVE, COCKERMOUTH, CA13 9HF**  
**TELEPHONE 01900 898888**

Cockermouth School is our local Secondary School. It is an 11-18 mixed non-selective school, to which the majority of our pupils transfer at the age of 11.

As teachers we are concerned that the transition to secondary school is enjoyable for the children and that they settle into their new school with the minimum of problems.

We arrange to have as much contact with Cockermouth School as possible, with teachers from the school, and particularly the First Year Tutor visiting All Saints to talk to the Year 6 children.

The children themselves, and their parents, are invited to visit the school, and teachers from All Saints visit also, to acquaint themselves with the school organisation.

Meetings of teachers from Cockermouth School and the feeder primary schools are held at intervals. We welcome informal return visits by children at Cockermouth School to show us their work, as we find that this helps in easing any transitional problems that might occur.

