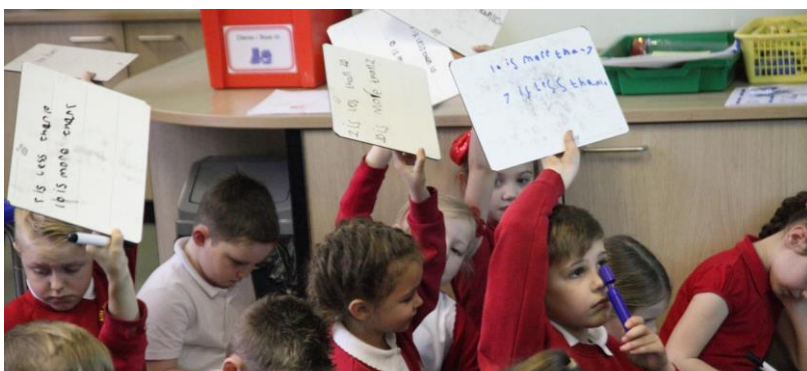




2019 - 2020

Wath Church of
England Primary
School

SCHOOL PROSPECTUS



Wath C of E Primary School





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Welcome



Dear Parents

Welcome to Wath C of E Primary School. Choosing the right school for your child can be a difficult decision but we hope that this prospectus will give you the information you need about our school and the learning opportunities we provide here.

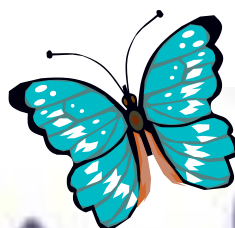
Wath C of E Primary School is a very special place where the sense of community amongst pupils, staff and parents ensures that everyone feels safe and secure. The stimulating and happy environment enables all our children to have the opportunity to achieve their potential across a wide range of subjects. It's a place where learning is fun, active and every member of the community is valued.

Primary education is a critical stage in a child's development as it shapes them for life. For this reason, I believe that all the children should have access to a broad, balanced curriculum encouraging spiritual and social development in addition to high academic achievement. We are therefore delighted to hold a number of awards - 'Basic Skills Award' for high quality Literacy and Numeracy teaching, a 'Healthy Schools gold award', a 'Silver award' for our work with the environment, silver award for anti-bullying work and Gold for School Games sports .

I am very proud to be the Headteacher of Wath C of E Primary School and hope you find this prospectus useful. If you require further information, please contact school on 01709 760471, visit the @wathcofe Twitter page or view our school website www.wathcofe.co.uk



Mr P. Beevor



Our aims and ethos



Our aim is to provide a broadly based education that encourages independent learning, an understanding of the views of others and promotes self-confidence. We prepare children for the next stage of their education and for their eventual progression into the wider world.

Our mission is to:



1. Provide education of quality and depth in a Christian environment, where the uniqueness of each child is celebrated and children are happy, caring and confident with enquiring minds.

2 Encourage participation in the community, to communicate and make choices through learning to learn and ensure children are inspired to make aspirational choices in their futures.

3. Develop intellectual, emotional, spiritual and physical learning, within a safe, calm and purposeful atmosphere throughout the school.

4. Ensure that high levels of behaviour and achievement are expected of everyone.

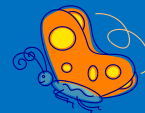
Our school motto, devised by our pupils and staff is:

**Aim Higher
Shine Brighter**





Our School



History

We have a long and interesting history, starting with the establishment of the school in 1663 by Thomas Wombwell and Anthony Sawdry. The school moved from the Cemetery Road site to the current building in 1855. The School, which was called Wath National School, changed to Wath C of E in the 1950s and became Voluntary Aided in the 1990s.

The school building is always developing and improving, however the heart is very much still it's Victorian core. We are very proud of the learning environment we provide the children.

Organisation of our school

All schools are organised differently and have different admissions numbers.

Here at Wath C of E, our limit has recently changed from 30 to 45 and then subsequently to 60. Thus eventually the school will be organised two classes per year group.

Children enter full time education into our Foundation 2 classes, many of whom will have attended on a part-time basis in Foundation 1. Children progress through school to Year 6.

School Times

The playground is open from 8.35am

Children enter school from 8.40am in Year 1 to Year 6 and from 8.45am in Foundation.

The Foundation Unit

F1: Morning session 8.45 am – 11:45 am

Afternoon session 12:15 am – 3:15 pm

F2 and KS1: 8.50am – 3pm

KS2: 8.50am – 3.10pm

Lunchtimes

F2 - 11.35am to 12.35pm

KS1 - 12.00 - 1pm

KS2 - 12.10pm - 1pm





Admissions



CHILDREN STARTING SCHOOL?

Pupils who are 4 years of age during the academic year are admitted to the school to join the foundation stage on a part time basis.

There are meetings for parents and children before the children transfer into the Foundation 2 class. If a child is transferring from another nursery unit or primary school s/he is welcome to visit with teachers and meet the Head of School.

ENROLLING CHILDREN



Parents who wish their child to attend Wath C of E should contact the school to register on the appropriate form for F1 or contact the council for F2. If parents wish to look round the school, the Headteacher will be only too pleased to show them around and answer any questions they may have. It would be helpful if an appointment could be made, especially if parents are keen to visit the Foundation Unit and talk with either Mrs Sandberg, Mrs Horner or Miss Aston. Please ring our school office on 01709760471 for assistance.

THE SCHOOL'S ADMISSIONS POLICY?

The Governors admit pupils up to the schools admission number (currently 60) whose parents wish them to enter the school and who have read the school prospectus and are in agreement with and support its aims.

If the school has more applications than the admission number then the Governors will use the Admission Criteria to allocate places.

Admission Criteria

If the school is oversubscribed the following criteria will be used to select the pupils to admit.

1. Children in care
2. Children with a special educational need that can only be met in this school.
3. Children who have a brother or sister attending the school.

4. Children whose parents are practising members of All Saints Church in Wath and whose application can be supported.

5. Families living inside Wath parish boundary.

6. Children whose parents are practising members of another Christian Church and whose application can be supported.

7. Proximity to school.

ABSENCE OR LATENESS

If your child is unwell and unable to attend school for any reason, it is essential you should inform the school as soon as possible (by telephone, note or verbally to the teacher). We then require a written note when the child has returned to school explaining the reason for absence. Authorised absences are recorded when there is a good reason for the absence. Failure to inform the school may mean that an unauthorised absence is recorded and must be legally reported by the school. A home visit may be made to discuss any problems regarding attendance. If your child has an infectious or contagious disease it is important that the school is notified and a doctor's clearance obtained before s/he returns to school.


Under new government guidelines holidays cannot be authorised and leave can only be granted under very exceptional circumstances.

Children who arrive late to school must report to reception and sign in. Repeated lateness will be monitored and reported to parents and if considered to be an ongoing problem, a visit to the home by an Educational Welfare Officer will be arranged.

PLEASE NOTE YEAR TWO and YEAR SIX SATS TESTS TAKE PLACE DURING MAY EACH YEAR.



Health & Welfare



MEDICAL / ILLNESS POLICY



If your child is unwell s/he should not be sent to school. However, doctors occasionally advise that pupils should attend school while still receiving medication, either because they are suffering from some chronic illness or allergy (e.g. diabetes or asthma) or because they are recovering from short-term illness and are undergoing a course of treatment needing antibiotics.

The school must receive a signed medical permission letter, copies available from the school office. The letter must give clear instructions concerning the required dosage.

On the first day the parent must bring the medication to the main office for safekeeping. Medicines should be in the correct container with the chemist's label detailing the child's name, drug name and dosage.

Should your child have an accident or feel unwell whilst at school one of our staff will administer first aid. We will make every attempt to keep you informed if your child has experienced a health problem during the day - by telephone or an accident slip. If we consider the illness or accident to be more serious we will comfort the pupil as well as we can and contact you or a person you have identified as a contact as soon as possible. It is essential that we have a daytime contact and telephone number in case of an emergency.

If you are experiencing a period of family difficulty - such as bereavement, illness, conflict -, which you feel, might affect your child we would ask that you share that information with us so that we can give your child every support, consideration and understanding to deal with their problems or difficulties.



CHILD PROTECTION AND PUPIL WELFARE

The school has a duty of care and the right to take reasonable action to ensure the welfare and safety of its pupils and we are vigilant over safeguarding issues. If a member of staff has cause to be concerned that a pupil may be subject to ill treatment, neglect or any other form of abuse the school will follow the child protection procedures.

SCHOOL HEALTH PROGRAMME

With parental consent the school nurse examines children at least once during their stay at school. You will be invited to attend all such examinations. Should you at any time be concerned about your child's eyesight or hearing, please mention it to the class teacher or myself. Arrangements can then be made to have the problem checked at the school clinic.

HEALTHY SCHOOLS

Our school is an accredited Healthy School. We have been very conscious about what food and drink we provide to children during the school day. We have freshly cooked meals produced in the school kitchens, (please see the information pack concerning school dinners) and water readily available to children. We are part of the free fruit scheme and milk is available to all children.

We have made striking improvements to the playgrounds over the past few years and strongly believe that giving children constructive outdoor opportunities is vitally important to children. As part of this we run a Playground Leader Scheme, which enables older children to watch over and help younger members of the school community.

A partnership between families and school is vital to ensure the message is strong.

School Uniform

We are delighted that all children wear uniform as it demonstrates a pride in the school as well as showing a unity and community which we wish to engender.

GIRLS UNIFORM



White blouse, white or red polo t-shirt grey/black skirt or trousers, red cardigan/sweater. Black shoes.

In summer girls might choose to wear a red checked dress

BOYS UNIFORM

White shirt, white or red polo t-shirt, grey/black trousers, and red sweater. Black Shoes.

In summer boys might wear black or grey shorts.

Sweatshirts and other items of school uniform are on sale through the school office. Supermarkets also sell all items parents will need.

PE / SPORT KIT

White T-shirt, black shorts and gym shoes. Girls might choose to wear a games skirt for games activities or a leotard for gymnastics lessons Foundation 2 children will not need gym shoes until after October half term. Junior children will require trainers for use in games lessons outside. These must not be the same footwear as children are wearing for inside use. For hygiene purposes your child will need to have a sports kit in school Monday to Friday.

PREVENTING LOST CLOTHING

Whilst the school cannot accept responsibility for personal items, we will endeavor to help retrieve any missing items.

Please mark all your child's clothing with his/her name. Any items that are misplaced can then be easily returned.

If your child brings home the wrong article of clothing by mistake we would appreciate it if you could ensure that it is returned to school at the earliest convenience.

FASHION RULES

Whilst we recognise the desire for children to be fashionable, some hairstyles can be a distraction in school. We ask for your support in sending your child to school with an acceptable hairstyle.

The governors do not consider that tattoo transfers are appropriate in school.

Wristwatches are allowed but any other form of jewellery is not permitted. If your child has pierced ears they may wear studs. We suggest that children should wait until the school holidays if parents decide to have their ears pierced.

Nail varnish is not to be worn.





Our Staff

We have a dedicated group of staff who give a great deal of their own time to widen the opportunities and experiences of the children. They have a wide range of expertise covering the entire curriculum, including English, maths, science, art, music and PE. All teaching staff teach throughout the primary age range and are responsible for particular areas of the curriculum.



2019/2020 School Staffing List

Foundation 1 Team

Miss Thackery	(Teacher)
Miss Ball	(Teaching Assistant)
Miss Pape	(Teaching Assistant)

Foundation 2 Team

Mrs Horner	(Teacher)
Miss Rockett	(Teacher)
Mrs Kirkham	(Teaching Assistant)
Mrs Atkin	(Teaching Assistant)
Mrs Culley	(Teaching Assistant)
Miss Thickett	(Teaching Assistant)

Year 1 Team

Miss Aston	(Teacher)
Mrs Waller	(Teacher)
Mrs Winstanley	(Teaching Assistant)
Miss Clowrey	(Teaching Assistant)
Mrs Ashton	(Teaching Assistant)

Year 2 Team

Miss Ryan	(Assistant Headteacher)
Miss Goddard	(Teacher)
Mrs Ball	(Teaching Assistant)
Miss Chipchase	(Teaching Assistant)
Mrs Sandberg	(Deputy Headteacher)

Year 3 Team

Miss Jackson, Mrs Payne & Mrs Taylor	(Teachers)
Miss Taylor, Miss Senior & Mrs Backhouse	(Teaching Assistants)

Year 4 Team

Miss Hanks & Mr Logan	(Teachers)
Miss Oscroft & Mrs Newton	(Teaching Assistants)

Year 5 Team

Mr Smith and Mr Bletcher	(Teachers)
Mr Swaby, Miss Wood, Mrs Beynon & Mrs Lynch	(Teaching Assistants)

Year 6 Team

Mrs Wilby	(Assistant Headteacher)
Miss Ryder	(Teacher)
Mrs Goddard & Mrs Welsh	(Teaching Assistants)

Headteacher: Mr Beevor

Deputy Headteacher & SENCO: Mrs Sandberg

School Business Manager: Mrs Lanceley

Office Staff: Mrs Kimpton & Mrs Burrows

Caretaker: Mr Hyde

Parent Support Advisor & Safeguarding Lead:

Mrs Whelan

Learning Mentor: Mrs Harding

Higher Level Teaching Assistants across school:

Ms Taylor, Mrs Yates and Mrs Newton



Our Children



Our children chose three words which summed up our school. We hold them very dear.

Friendship

Love

Kindness



Class Rules

A key part of our mission is to provide a friendly, secure and happy environment for our children and so each class has their own set of rules. At the start of each year, each class discuss and agree rules which are important to them and will help them thrive as people and learners. They are displayed in a way which suits the class.

These rules are referred to by class teachers and used to celebrate good learning and good behaviour.

Good behaviour and fabulous learning are further enhanced by school reward systems.

Reward systems



We have many reward systems in school ranging from Dojo points, stickers, learning certificates and others. In our youngest classes, children use visual learning ladders to see the impact of good learning and behaviour. In the junior classes, we use the Class Dojo system.

School and class councils

All of the classes hold council meetings to discuss ideas or problems. Some of the issues raised may then be taken to the school council. It gives everyone an opportunity to have their say about things that are happening in school and to make a difference.

The school council meets regularly to discuss issues that have arisen mainly as a result of class council meetings. Each class is represented and topics such as playtime, litter, school dinners, and raising money for special projects are discussed.

School Council and Sport's Council work to use the children's ideas to improve school. As a result of the councils, we have changed lunchtime arrangements, organised whole school events, achieved particular awards and given children a real voice. We also have a group of children called the Worship Committee who review and plan some collective worship in school.





Learning at Wath C of E

We aim to provide the right learning environment and appropriate challenge for every child. The children are taught in a variety of ways: individually, as part of a group or as a whole class. The children will also be encouraged to find out things for themselves. Individual and group work encourages initiative, co-operation and self-worth.

All children are taught the subjects required by the National Curriculum. Details of the work to be covered by each class are available on the school website.

In addition, we teach Health Education, Citizenship and Personal, Moral and Social Education. Teachers are encouraged to take ownership of the curriculum, the timetable and organisation of the school day or week in order to tailor make a rounded learning experience that will engage and excite children, helping them to achieve their true potential.

An emphasis is placed upon how children learn, recognising that they learn in a variety of styles. Importance is put upon self-assessment, making pupils fully aware of what is expected of them, what they have achieved and what they need to achieve next.



Foundation Stage

Children learn more between the ages of 0-5 years than at any other time in their life. Therefore, Foundation Stage education is a crucial time in your child's life when ideas and attitudes are laid down which will have a profound effect on his/her approach to future learning. Our aim is to make this an exciting, stimulating and enjoyable experience for your child, in an environment in which he/she feels safe, secure and valued. Our team of qualified, experienced staff are our most important resource who will support your child in every aspect of his/her development; not only in his/her academic attainment, but also to ensure his/her happiness well-being and progress.

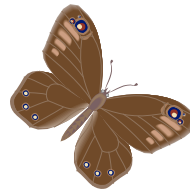
We follow the Foundation Stage Curriculum which is organised into prime learning goals and specific learning goals.



Within these areas there are a number of areas of learning. They establish nationally set expectations for most children to reach by the end of the Reception year, and in some cases our pupils have exceeded these expectations and will be working at the lower stages of Key Stage 1 of the National Curriculum. The pupils in the Foundation Stage Department benefit from being an integral part of the whole primary school, which ensures a smooth transition into Year 1.

The Foundation Stage 2 pupils take part in assemblies and events such as the Nativity play and Singing Productions, and enjoy supervised interaction with the older children at playtimes. Our team of highly qualified and experienced staff work under the direction of the Foundation Stage. Our high staff to pupil ratio ensures each child gets plenty of individual attention and support. Our Curriculum teams and SENCO use their expertise to oversee the provision for all children.

Communication between home and school is particularly important in the Foundation Stage and parents are encouraged to play an active role in their child's progress. There are regular parent consultations and parents receive a report at the end of the academic year. Parents are encouraged to come into the classroom to look at their child's work. Prior to your child joining, we have an induction programme to ensure your child has a smooth transition from home to school. This includes an information meeting for parents and individual consultation with parents, and fun taster sessions for your child when they will have a chance to meet the other children in their class.



'Our aim is to make this an exciting, stimulating and enjoyable experience for your child, in an environment in which he/she feels safe, secure and valued.'



Years 1 to 6



As children move from Foundation Stage into Year 1 and until they leave us at the end of Year 6 we follow the National Curriculum.

Further information about the detailed content of the curriculum can be obtained from the DFE website.

The key subjects covered are:

- English
- Maths
- Science
- Information and Communication Technology (ICT) & coding
- Art
- History
- Geography
- Design Technology
- Physical Education
- Music
- Religious Education
- Modern Foreign Languages

English



English is taught based on the 2014 National Curriculum. This provides a broad basis and gives the children the skills they require for improved speaking and listening, reading, writing, spelling and handwriting. Literacy objectives are applied to cross curricular activities where possible providing a purpose for writing.

We attach great importance to the development of reading skills and, above all, a love and enjoyment of books. All pupils have access to the school library that is well stocked with fiction and non-fiction. We have an extensive reading scheme and there are books for more able readers.

Books are shared with a class, which include both story and information text. Based around their reading, children are guided and encouraged to write freely and with enjoyment for a variety of purposes.

Spelling, grammar and punctuation are taught according to a child's level of development. Children bring home spellings to learn.

Once children have learned to form their written letters correctly they are encouraged to join letters, which helps in the development of an individual style. Once consistency and fluency have been mastered we aim for excellence in presentation.

Drama and Speaking & Listening are extremely important parts of the curriculum.

Teachers are developing speaking and listening strategies and games in the classroom, placing huge importance on this aspect of the English curriculum. Speaking and listening underpins all learning.



Mathematics



Mathematics is taught daily, with our aim being to enable our pupils to be competent in all basic number skills, complex calculation, problem solving and to have a secure understanding of geometry, measures and statistics. We are developing a mastery approach where children regularly apply their skills to different challenges.

This will enable them to understand mathematical concepts, solve problems and apply logical thought and reasoning in abstract ways. Numeracy is taught to pupils as a class, group or individual activity. The needs of the pupils are met through differentiated tasks.



Science

We strive to build scientific knowledge and understanding through the development of a practical approach based on first-hand experience. This involves providing a stimulating environment at school that encourages questions and offers the opportunity to predict, experiment, test ideas and draw conclusions. In addition the children are trained in careful observation so that they can make meaningful and relevant assessments. They are taught to make accurate recordings in the form of charts, diagrams, drawings, symbols and models or written description.

The school has a range of age appropriate resources which all help to reinforce and consolidate the teaching of the science curriculum.



For instance, children may have the opportunity for practical experience of weather recording; soil and water quality analysis; ecological studies of plant and insect life in the school's nature reserve; and the assessment of the physical properties of materials and basic electronics.

Information and Communication Technology (ICT)

We recognise that information technology is inexorably linked to our modern society and we think it is important that children experience various aspects of ICT during their years at the school. Computers are used in all areas of the curriculum with a wide variety of software and online resources. We endeavour to use the considerable skills the children have as starting point to learning in areas such as coding.

We allow the children to explore and learn about the Internet in a secure environment and encourage them to embrace this valuable aid. As teachers we also aim to introduce the children to a variety of topics via the Web and further our own professional development where possible. All classrooms are equipped with an interactive whiteboard giving staff and pupils an extensive range of learning resources.

Languages

We believe children should be prepared to enter the wider world with confidence and skills.

We deliver Language teaching from Y2 to Y6. Children in these classes are taught Spanish as this makes more phonetic sense to the children.



Design Technology

Technology is about designing, making, testing and evaluating - we teach the children how to develop and connect these skills. The children have the opportunity to work with a range of materials. They are encouraged to go beyond their first ideas and seek alternative ways of making or developing their designs.



A vital element of our technology curriculum is to teach children how to use appropriate tools, making them aware of the importance of adhering to safety rules, teaching them to take care at all times of the safety of themselves and of others.

Geography

For the younger children much of the teaching of geography is based on their own experience, their community and their immediate surroundings. As the children progress they learn more about the local region, other places in the UK and other countries.

We teach about the people who live and work in these places, comparing how their lives are influenced by geographical elements such as climate. Natural links with science are explored through our topic-based approach. Our residential visits provide an opportunity for a comparative environmental study to be made.



History



We teach children about the past from a wide range of sources, for example pictures, photographs, historical documents, artefacts and buildings. We believe that first-hand experience is essential and try to arrange visits to places of historical interest to support class-based work.

Our children are given opportunities to develop an awareness of the past and how it differs from the present. They are taught about important events and developments and they study local history. Our older children study particular historical periods such as the Romans and the Vikings.

Music

Our music curriculum aims to provide the skills for every child to understand and appreciate music in all its forms.

We teach children an understanding of the basic elements of music and provide opportunities for them to experiment and develop their skills through composition and performance. Children are given the chance to perform individually and as part of a group and to develop their enjoyment of the subject. All children are taught to listen to and appraise music and we ensure a wide range of music is used in our lessons.

Mrs Waller, who is a music specialist, teaches all the children in the junior classes. Peripatetic Instrumental lessons are also available for which a charge is made.

Art

We consider art to be an essential and basic part of the curriculum and recognise its role in supporting other subjects. Children experiment with different media, explore different techniques and develop powers of observation and description. They are able to express their ideas in a creative way, both in 2 and 3 dimensional forms. They experiment with tone, colour, texture and pattern. We teach the children about famous artists, providing opportunities for them to learn about artistic styles and traditions.

We are also very keen to invite artists into our school or visit galleries to enhance art appreciation.



Physical Education

Physical education has an important part to play in a child's development, therefore we provide a range of activities to teach basic skills and to develop body control and co-ordination including athletics, dance, games, gymnastics, swimming and outdoor adventure activities. We have a wide range of apparatus and equipment.

As part of the PE partnership, we take part in competitions with other local schools in football, netball, tennis, basketball, cross country, rounders and many others. Y4 children use the Wath pool during one term each year to develop their swimming skills.

Our sporting and physical efforts are recognised by outside agencies and we have been awarded Silver Sports Award, the Healthy Schools Award and an Active mark for sports opportunities in the school.



Religious Education



The concepts taught in religious education, especially the attitudes we encourage, pervade the whole school. We teach the children to understand the nature of religion with Christianity at the centre. They are also taught to be aware of the variety of faiths that exist within this country and to know there are other world religions. Older children find out and discuss similarities and differences between different beliefs and practices.

RE makes a strong contribution to the spiritual, moral and cultural development of the pupils. We aim to visit other places of worship and will aim to maintain close affiliation with All Saints Church, Wath.

Project Outcomes

The children take part in a new, exciting project each term. This begins with an exciting launchpad like a visit and throughout the project children build up skills and knowledge for their project outcome. The children have put on events like a dinosaur exhibition and a sports leadership day.



Sex Education



The Governors have agreed that Sex and Relationship Education should be provided within the context of the school's science and health education programmes. It is usually taught within a much broader topic on growth or changes.

Educational videos are used in support of class teaching. Older children are taught about the birth of a baby and the human life cycle within the context of family life. Parents are advised when work is planned to take place so that support can be provided at home and have the right to withdraw their child from all or part of the sex education programme after discussion with the Head of School. Relationships are discussed within the context of the lessons. This includes close and extended family links, friendships and adult sexual relationships.

PSHE (Personal, Social & Health Education) & Citizenship

The PSHE Curriculum encompasses many themes. A few are listed below:

- Conflict
- E safety
- Citizenship
- Friendship
- Difference
- Environmental issues
- Rules and laws
- Safety in the street



Through this curriculum we aim to give the pupils the knowledge they need to lead confident, healthy, independent lives and to be informed, active and responsible citizens.



Daily Worship

A daily act of worship is incorporated within our assemblies and varied in style and format. There are five school assemblies as well as class assembly.

Some assemblies will be delivered by a visitor. Friday assemblies are challenge champions assemblies, where children speak to the audience about their learning and achievements.

Parents who do not wish their children to take part in the daily act of worship can discuss this with the Headteacher so that alternative arrangements can be made.

Homework



We believe that children should work hard during the school day and have plenty of time to relax and enjoy their childhood at home. Our homework policy reflects this, but also recognises that a regular time set aside for work outside of school is an important part of a child's educational development. At the start of the academic year, we tell parents about the homework their child will be given each week.

The amount and type of work set will depend very much on the age of the child. Homework will be used through school as an opportunity to practise key skills used in class such as mental maths, maths, reading and spelling.

Assessing children's progress



The school maintains pupil records, recording and analysing individual, group and class results and data. This information is then used for pupil and school target setting and supports us in tracking individual pupil's progress.

Good assessment is crucial for learning. 'Summative' assessment is about what the child has done and relates to tests and teacher assessments; 'formative' assessment is about what the child needs to do in order to progress further. The school uses 'quality marking' to ensure 'formative' assessment takes place. Diagnostic tests are used as required to help identify pupils' needs, especially those requiring extra support in order to reach their full potential.

Foundation Profile

The achievements of Foundation pupils are recorded on an individual profile which is an on-going form of assessment. The profile is used in discussions with parents.

Key Stage 1

Achievements at the end of Key Stage 1 are communicated in a child's end of year report. Pupils will be assessed using Standards Assessment Tests (SATs) which support the teacher assessment in Maths and English.



Key Stage 2

SATs are in Maths and English and take place in May.

Transfer to Secondary Education

A child transfers to secondary school in the September following their 11th birthday. At the end of their primary education a 'Summative Record' is sent on to secondary school, which indicates the level of achievement.

Children with Special Educational Needs

Any pupil in the school may have a particular special need. This may be long or short term. Attention is given to all children with special needs. This includes children with learning difficulties and those with physical, emotional or behavioural needs. In consultation with parents we try to choose the best way to help each individual.



Individual programmes will be arranged to help a child to overcome a specific difficulty. These are carefully planned, with targets set for each child that are monitored regularly by the class teacher and the school's Special Educational Needs Co-ordinator. These targets are written in the child's IEP (Individual Education Plan) and are reviewed each term. Occasionally, it may be necessary to seek support from professionals outside the school, such as a Learning Support teacher or an Educational Psychologist. These matters are always discussed with the child's parents.





Clubs and Activities



Breakfast Club

In September 2003 the school acquired funding to establish a Breakfast Club, which is run from the school hall. This has been a great success from its opening to present day. For further details please see the additional sheet in our introduction pack.

After School Club

Since September 2004, we have worked in partnership with a local provider called 'Fun4U' to provide parents with the opportunity to access an after school child care facility. For further details please contact the school office.

School Based afterschool activities

The school rotates through a variety of sporting and non-sporting activities, which parents can request for their child to take part.

There is often a limit on places and we try to endeavour to seek fairness in all decisions. Some activities which are led by our partners will require a charge.

Examples of clubs are:

Choir

Football

Gardening

Gymnastics

Tag rugby

Robotics

Art

Music Tuition

Mrs Waller, who is a music specialist, teaches music skills to all of the junior children. Music is taught by the class teachers in KS1 and Foundation. In addition to this, parents can access peripatetic tuition for their children for a termly charge. This is subsidised by agreement with the Governing Body.

Cycling

Every year we give Y5 and Y6 children the opportunity to take part in cycling proficiency. This is a scheme run by a cycling charity and is a national qualification. The children learn a required amount of manoeuvres on the road and are taught how to cycle safely. They receive a certificate and badge, but above all, the knowledge of how to remain safe on the roads.

Swimming


Every year we give Y4 children the opportunity to take part in swimming lessons. They use the new Wath swimming pool and receive professional instruction. A national swimming scheme is followed and certificates are awarded as well as a National Curriculum certificate.




Parents and the school



We believe that education is a partnership between home and school and we place a great deal of emphasis on our partnership with parents. We have a home/school agreement which lists the school's aims and values, stating what the school, the family and the child will work together to achieve. We ask everyone to sign the agreement when they start at school.



Studies have shown that children learn best when home and school work together in this way and we offer a wide range of opportunities for parents to actively participate in supporting their children at school.



School newsletters & communications

Our school newsletter is sent out to parents throughout the term, keeping everyone informed about what is going on at school and including regular diary dates. For short notice information a text is sent to parents to ensure clear lines of communication.

Updating you on your child's progress

Parent/teacher evenings are held each term and a formal written report goes out to parents in July. If parents have any concerns they are always welcome to make an appointment to see any member of the staff. In turn, we ask all parents to keep us informed of any issues in your child's life so we can provide appropriate help and support.

Parent Support Advisor (PSA)

Mrs Whelan is our PSA. She can provide a variety of support throughout your child's education;

- being a link to other professionals in school
- leading information sessions concerning school procedures
- delivering parenting classes
- adult qualification courses
- linking support networks for other agencies


Please come and see Mrs Whelan for a conversation.

Involving you in your child's education

As well as the support from the PSA, we also will run 'Family Learning' courses. Details of family learning courses are in the Introduction pack.

In addition, we actively encourage parents to attend many school activities such as concerts, sports day, church services and school productions.

We welcome help from parents in reading with children .



PTA of Wath C of E Primary School

The Parent Teacher Association of Wath C of E Primary School is a registered charity and all parents, staff and Governors are automatically members.

The PTA committee raise money for the school through events and activities. The money we raise goes towards enriching the experience of school for the children. The focus is on spending the funds on things that would not ordinarily be funded by the main school budget eg. sports kit and equipment, computer hardware, playground equipment.

New members are always welcomed!



Governing for our future



I hope that you have enjoyed reading our school prospectus and have found it both interesting and informative.

I believe that Wath C of E Primary School provides an excellent, broad and enjoyable primary education. The culture of the school and the commitment of the Head and the staff contribute to a safe, happy learning environment.

As Chair of the Governing Body, I and my fellow Governors are dedicated to ensuring that the children in our school have the best education possible. This is the primary focus of all our Governing Body business. We are also responsible for setting the overall direction and strategy for the school as well as ensuring that the national curriculum is delivered correctly.

Over the past year Governors, who are all volunteers from varied backgrounds, have been involved in a wide variety of projects all of which will contribute to the further development of the school and its pupils.

We sometimes have vacancies for Governors and welcome involvement from all those with an interest in the school. The Governing body meets twice each term and in addition there are working party meetings. Becoming a governor does require commitment and a certain amount of time but it is a very rewarding role and you could help to make a difference to the education and achievements of Wath C of E's children.

Andrew Grantham
Chair of Governing Body



Wath C of E Governing Body 2019

Andrew Grantham - Chair of Governors

Alison Jacques - Vice Chair

John Parker - Vicar All Saints Church

Nicola Jones

Geoff Fellows

Ricky Reckless

Jonathan Henthorn

Vanessa Lloyd

Jack Bletcher - Staff Governor

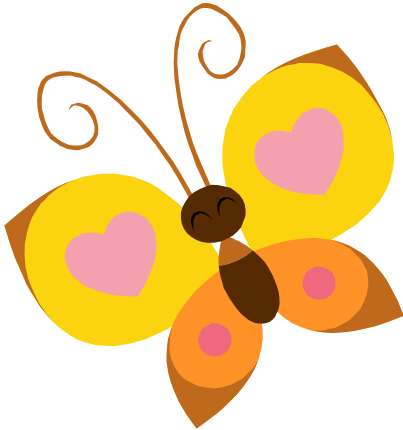


Thank you

for taking time to read this prospectus. We hope it has given you a flavour of the exciting work that we are doing at Wath C of E Primary.



If you would like to visit the school, you would be most welcome. Please ring in advance to make an appointment.



Wath C of E Primary School
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