



Prospectus

Welcome to Thringstone Primary School

On behalf of the Governors and Staff may I welcome you to Thringstone Primary School. As you read through the prospectus you will learn more about the life and work of our school. We believe it is important to provide a happy, caring environment where the dignity of each individual is respected and this is reflected in our 'motto' - enjoying achievement together. It is our belief that children should enjoy their school life, find satisfaction in their achievements and realise their potential to the full. The School endeavours to create tolerant individuals; we will aim to help your child respect and appreciate others, their feelings, views and capabilities. We will encourage your child to be confident and excited about meeting new challenges.

During your child's life at our school we feel it is very important that home and school work closely together. Through a strong partnership we can share our expectations, develop understanding and celebrate your child's successes.

Schools produce and receive a great deal of documentation to help them in their effective and efficient running and we are happy to share this with you. Please do not hesitate to contact us if you would like to see copies of OFSTED reports on the school, our policies, schemes of work or publications from the DCSF.

If at any time you wish to talk about your child's development or aspects of school life, please do not hesitate to contact me.

Ella Roberts
Headteacher

VISION

A school community where we work together with confidence & enjoyment to achieve everyone's full potential.

Enjoying achievement together

AIMS

To support all pupils in achieving high standards and fulfilling their potential.

We will work together to encourage pupils to:

- Enjoy their experience of school
- Become confident individuals who are fully involved in the life of the school and the wider community
- Achieve the highest standards they can in all areas
- Be independent learners
- Have high self-esteem - respecting themselves, others and the environment
- Make the most of every opportunity
- Be confident as they progress through the different stages of school and life

We will do this by:

- Valuing education as a route to the social, spiritual, moral, cultural, physical and mental development of each child
- Valuing education as a route to ensure that every child matters
- Providing a broad and balanced curriculum
- Setting clear, agreed standards of work and behaviour
- Provide a happy, supportive, secure and challenging environment for learning and teaching
- Promote equality of opportunity
- Regularly monitoring, recording and praising achievement
- Working in partnership with parents and pupils
- Encouraging pupils to value diversity and to value all individuals
- Developing a sense of community within school and fostering links with the wider community
- Providing a rich, varied and up to date range of learning resources with an enriching programme of activities and visits

All adults in the school subscribe to these aims and lead by example.

STARTING SCHOOL

Thringstone School is a Local Authority Primary School for children from rising 5 to 11 years of age. We realise that starting school for the first time is one of life's greatest adventures.

REGISTRATION

Parents wishing to send their children to Thringstone Primary may register with the school. You may begin the admission process when your child is about three years old. It is then that most information about primary schools can be gathered together by requesting leaflets and seeking a suitable appointment to visit and talk to the Headteacher. At Thringstone School this is done by telephoning the School on 01530 222489 and arranging a time that is convenient. Parents must also complete a pink form and return it to County Hall. This document (available from the school's office) ensures parental choices are entered onto the county's database. Applications can also be done online by visiting www.leics.gov.uk/admissions. The County Council is the admitting authority and as such have the final say as to who comes to Thringstone.

ADMISSION POLICY

Children are admitted to Thringstone in the Autumn term (August or September) after their fourth birthday. There is one intake per year.

The school adheres to the Local Authority policy regarding admissions. This states that parents of children with a statement who choose Thringstone are given first priority. After that priority is given to children who live in the catchment area. Children from out of the catchment area but who have siblings in school are given next priority. Finally out of catchment children with no connection to the school may be admitted if there is space.

The authority is aiming to guarantee children in Leicestershire eight terms in Key Stage 1. Children admitted to Thringstone are guaranteed nine terms in Key Stage 1.

THE INTAKE PROCEDURE

During the term before your child's admission there will be a number of opportunities for you and your child to visit the school and meet the staff and other 'new' parents. In addition we arrange individual appointments for parents to discuss any issues privately with their child's class teacher or the Headteacher. We also hold an induction meeting for parents during the summer term and our Foundation Stage staff will visit the pre-school setting your child already attends.

This meeting gives all new parents the chance to learn something of the aims of the school and its routines.

PREPARING YOUR CHILD FOR SCHOOL

Starting school is a big step - we hope the following notes will help you in preparing your children for school life.

SPEECH

Talk with your children and encourage them to talk to you - this way they will learn new words and ways of expressing themselves.

GOOD BEHAVIOUR

Good behaviour begins at home, getting your children to obey simple rules for safety and getting them used to carrying out instructions and what you expect of them. A child, who has been used to such expectations within the home, should have no difficulty in behaving well at school.

SOCIAL DEVELOPMENT

Give your children opportunities to mix with other children and adults outside the immediate family.

SOCIAL SKILLS

Encourage your children to dress themselves - of course we will help with buttons, zips, shoelaces etc. Encourage them to take care of their possessions and to recognise their own belongings. Encourage them to use a knife and fork properly and to behave sensibly at the dining table. Teach them the polite way of asking to go to the toilet. Remind them to flush the toilet and wash their hands afterwards.

PLAY

Most children have plenty of toys and games - it is also helpful if you provide your children with opportunities to use paint, crayons, pencils, chalk, plasticine, "safe" scissors (for supervised cutting and sticking), dressing-up clothes, sand and water play.

PRE-SCHOOL

Pre-school groups provide a wealth of valuable experiences. Most children join in happily, but don't worry if your child does not want to join in at first. Seek the advice of the Playgroup Leader - maybe your child is not quite ready to mix yet.

BOOKS

Enjoy books with your children. Read stories, talk about the pictures. Teach them nursery rhymes and songs. Join the library. Make books an everyday part of their life. All these experiences are very important to the teaching of reading at a later stage.

SCHOOL ORGANISATION

The school consists of seven classes. Each class is of mixed ability. All contain children of one age group. Much of the children's work is organised on an individual or group basis. As children progress through school other groupings are used, especially for Games, Swimming and for some Mathematics and English in KS2.

We believe that children benefit from working with other teachers as this is good preparation for their transfer to the secondary stage.

TEACHING STAFF

Mrs Ella Roberts		Headteacher PE & Assessment Co-ordinator, Technology Team
Miss Cheryl Perkins	Year 6	Deputy Headteacher, Literacy Co-ordinator, Literacy & Numeracy Team & Arts Team
Miss Jo Kinsey	Foundation Stage	Science Co-ordinator Technology Team
Mr Robin Wilson	Year 1	ICT & Healthy Schools Co-ordinator Technology & Humanities Team
Mrs Jo Hallam	Year 2	Maths Co-ordinator, Literacy & Numeracy Team & Arts Team, Leading Maths Teacher
Miss Sarah Wharton	Year 3	Special Educational Needs Co-ordinator Humanities Team
Mrs Jacqueline Newing	Year 4	Humanities Team
Mrs Sam Harlow	Year 5	Literacy & Numeracy Team Arts Team

LEARNING SUPPORT ASSISTANTS

Nursery Nurse	Mrs Natalie Elton
Learning Support Assistants	Mrs Barbara Coleman
	Mrs Lisa Concannon
	Mrs Sandra Evans
	Mrs Linda Gallacher (& Office Admin)
	Mrs Helen Griffiths
	Mrs Sue Hardy
	Mrs Pat Pymm
	Mrs Paula Tebbett
	Miss Lizzie Wilkinson

OTHER SUPPORT STAFF

Secretary	Mrs Maggie Watson
Finance Officer	Mrs Rachel Gascoigne
Bursar	Mrs Andrea McDonald
Premises Officer	Mr John Bradford

Lunchtime Supervisors	Mrs Tanya Harkins (Senior Lunchtime Supervisor), Mrs Georgia Bonser, Mrs Jean Boyle, Mrs Karen Elliot, Ms Karen Stringer, Mrs Caroline Sutcliffe
Kitchen Staff	Mrs Sam Murfin, Mrs Tracey Battams
Cleaners	Mrs Jenny Crane, Mrs Agnes Hurd
Crossing Patrol	Mr Dennis Jardine

GOVERNORS

The Chair of the Governing Body of Thringstone Primary School is Mrs Jane Hodgman. She may be contacted through the school.

Mrs Jane Hodgman (Chair)	Local Authority Governor
Mrs Sandie Newton (Vice-Chair)	Community Governor
Mrs Jean Brotherhood	Community Governor
Miss Sharon Bryan	Local Authority Governor
Mrs Diane Bull	Local Authority Governor
Mrs Pam Clayfield	Community Governor
Mrs Jill Emmerson	Parent Governor
Mrs Tracey Fairbrother	Parent Governor
Mrs Linda Gallacher	Staff Governor
Ms Lindsay Jeffcote	Parent Governor
Ms Katy Peberdy	Parent Governor
Mr Jon Platts	Parent Governor
Mr Robin Wilson	Staff Governor

The Clerk to governors is Mrs Helen Hayes and can be contacted directly on 0116 305 6430 or at Governors Support, Education Department, County Hall, Glenfield, Leics, LE3 8RF.

SCHOOL ASSOCIATION

In 1987 Governors, Staff and Parents formed a School Association.

Its aims are to:

- further the education of the children by extending and developing relationships between staff and parents

- promote activities which support the School
- acquire facilities which are not normally provided by the Local Authority

Its activities include :

- educational meetings for the parents
- social activities (discos, film club, etc.)
- organising and running the Summer and Winter Fairs

Parents of the School are automatically members of the School Association and all are welcome to attend its meetings. Any parent wishing to participate more fully, in the Association, should contact the School.

THE SCHOOL DAY

The school day begins at 8.50am. The lunch break is from 12 noon to 1.00 pm and the teaching day ends at 3.15pm (for FS and KS1) and 3.20pm (for KS2).

	<u>Foundation Stage & KS1</u>	<u>KS2</u>
Lesson time	8.50 - 10.30am	8.50 - 10.30am
Break	10.30 - 10.50am	10.30 - 10.50am
Lesson time	10.50 - 12.00pm	10.50 - 12.00pm
Lunch	12.00 - 1.00pm	12.00 - 1.00pm
Lesson time	1.00 - 3.15pm	1.00 - 3.20pm

SCHOOL MEALS



In September 2011 the school opened a new kitchen catering for the children in school. The kitchen is managed by the Local Authority's 'School Food Support Service' and provides the children with a healthy, balanced and varied menu each day. There are a number of 'theme' and 'special occasion' menus planned throughout the year. School meals should be paid for in advance on Monday morning, with money sent to school in an envelope or purse clearly marked with the child's name and class.

Up to date information about the cost of school meals is available from the office.

PACKED LUNCH



Your child may bring a packed lunch together with a fruit type squash or milk drink in a screw top container if they wish. Children are not permitted to bring drinks in cans or glass bottles. They should not bring fizzy drinks to school. Water is always available.

BREAK



Many children bring a snack for break time. We encourage children to bring this in a container with their name on it. We prefer it if children do not bring sweets.

Through the National Fruit Scheme, children in Foundation Stage and Key Stage 1 receive a piece of fresh fruit each day and do not need to bring another snack to school.

The School Council runs a healthy snack tuck shop where children can buy fresh fruit and cereal snack bars.

WATER



Chilled water is available for the children at all times. We do ask the children to bring a small plastic bottle to school which can be filled during the day.

HOME/SCHOOL AGREEMENT

The school is required by law to publish a Home-School Agreement and invite parents and carers of pupils of statutory school age registered with the school to sign a declaration supporting the agreement.

The Home-School Agreement is a statement explaining:

- the school's aims and values;
- its responsibilities towards pupils of compulsory school age
- the responsibilities of parents and carers
- what the school expects of pupils

The agreement is renewed each year in September.

HEALTH AND WELFARE

IF YOUR CHILD IS ILL

If your child seems unwell in the morning, please do not send him/her to school, even if he/she is keen to come. The school day is demanding and if we have to contact you, or your nominated contact person, to collect your child, it is often time consuming, as well as being distressing for your child.

It is with the well being of your child in mind that we ask you to notify us of the reason for your child's absence. This can be done by letter, telephone call or personal contact. If an absence is likely to be prolonged, parents are asked to let us know in advance. If we do not receive a reason for an absence we will send a letter home with your child asking you to explain each absence.

We cannot permit children to leave the school premises, for any reason, during the school day, except on the direct instruction of the parents or when accompanied by a member of staff.

SCHOOL HEALTH

The health of your child in school is vital to enable him/her to reach his/her full potential. All children are offered a medical screening to which parents are invited to attend. The audiologist tests all children at the ages of 5 - 6 years for hearing.

The School Nurse makes regular visits to our school to continue monitoring the children's growth and development. If she should find any problems she will contact the parents and liaise with any necessary agencies. The School Nurse participates in health education programmes and acts as a resource to both teachers and parents on health matters, especially for children with special needs. She welcomes contact from any parent, for advice or support, for their children. This can either be done through the School or by contacting the Whitwick Health Centre - Tel : 01530 275185.

CHILD PROTECTION - SAFEGUARDING CHILDREN

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases the school is obliged to refer children to children's social care staff, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.
- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you should contact the children's social care office. If you think the abuse may have happened in school, contact the Designated Senior Person for Child Protection, who is Ella Roberts, Headteacher. If

you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.

- If school staff need to express concerns about a child or refer a child to children's social care, it is understood that this can cause distress or anger for the child's parents.

SECONDARY TRANSFER

At the age of 11, your child will leave our school to go to the secondary stage of education which in this area consists of a three year course at Newbridge High School and at least 2 years at King Edward VII Community College. These are our neighbourhood schools and if you wish to make an application to the Local Authority for an alternative placement this should be done during your child's last year here.

A well established programme of liaison meetings and visits between our own staff and staff at Newbridge and Castle Rock High Schools helps to ensure a smooth worry free transfer.

MOVING HOUSE

We keep a basic minimum of information at school, such as addresses, telephone numbers, doctors etc. If any of this information should change during the course of your child's school life, please let the school know immediately. It is important that you remember to update telephone numbers as soon as they are changed in case we need to contact you urgently.

If you plan to move away from the area, it is very helpful to let us know the name and address of your child's new school, so that we can pass on their records in good time.

PARENT HELP IN SCHOOL

Parents who have a little spare time and a genuine interest in the work of the school are encouraged to come and help in a variety of ways. We keep a register of parents who are willing to help and if you would like your name included, please contact the office or any member of staff.

Parents already assist in many areas including the library, cooking, swimming, crafts, games, transport, outings etc. We are always grateful for any parental help and keen to add names of new volunteers.

New regulations require that we ask parents who want to help in school for personal details so we can carry out a CRB (Criminal Records Bureau) check, prior to them beginning any voluntary work in school.

BEHAVIOUR

The aim of our Behaviour Policy is to support all pupils in achieving high standards and fulfilling their potential. It supports our School Aims particularly that of helping adults and children to enjoy their achievements together. It underpins our life in school. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our Behaviour and Discipline Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our policy follows a careful set of stages and procedures and is supported by our work in the curriculum, particularly through our Personal, Social, Health and Citizenship Education.

The Governors, staff, children and parents of our school wish to make it quite clear that bullying is completely unacceptable. We, like you, have high expectations of children's and adult's behaviour, within the classroom as well as in the wider school environment. Copies of our Behaviour and Discipline Policy are available on request.

HOUSE SYSTEM

To encourage child to behave well and to reward them for good behaviour a House System has been introduced in school. Each child is a member of a House Team - Oak, Ash, Birch or Willow. The children selected the team names to link with the National Forest. Children are awarded House Points for good work, good manners and positive behaviour.

RACE EQUALITY

We are committed, as part of our educational inclusion strategy, to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools.

GOLDEN RULES

The school follows a set of 'Golden Rules' which were agreed with the children. The class teacher discusses the school 'Golden Rules' with each class which are displayed in every classroom.

- Be gentle - don't hurt anybody
- Be kind and helpful - don't hurt people's feelings
- Listen - don't interrupt
- Work hard - don't waste your or other people's time
- Look after property - don't waste or damage it
- Do be honest - don't cover up the truth

SCHOOL UNIFORM

We believe that a uniform :

- looks smart
- wears well
- contributes to a feeling of belonging to the school

The school uniform recommended by the Governors of Thringstone School, is as follows :

Black or grey trousers/skirt (Dark tracksuit bottoms are acceptable)

Red cardigan or sweatshirt

Red or white shirt

Training shoes are acceptable footwear, but each child must have an alternative pair of shoes for outdoor games.

Uniform can be purchased from the School Office. Prices are correct as of September 2011

Sweatshirts	£7.50
Cardigan	£9.00
Polo Shirts (Red or white)	£6.00
P.E. T Shirt	£3.70
Fleeces	£14.80
Jacket with fleece lining	£14.80
Gym bag	£5.00
Swim hat	£1.00
Book bags	£6.00

For P.E. kit we recommend : sports shirt/leotard
shorts/gym skirt
plimsolls/training shoes

For Games kit we recommend : sports shirt/shorts/gym skirt
plimsolls/training shoes/football boots

The Governors of Thringstone School fully support the County Council's statement concerning school uniform which is as follows :

"It is the opinion of the County Council that no pupil should be excluded from school for failing to wear school uniform. The Headteacher will contact parents if children come to school dressed inappropriately"

JEWELLERY

We do not encourage children to wear jewellery to school. Children with pierced ears should wear studs. In the interests of safety no jewellery should be worn during P.E. and children with long hair will be asked to tie it up.

CURRICULUM

Statement of Curriculum aims by the Governing Body

"Each child will be involved in a curriculum which is broad, balanced, relevant and carefully structured to ensure continuity and progression."

Our curriculum is regularly reviewed in order to assess and improve the teaching and learning in our School. To ensure that each child benefits from being involved in our challenging curriculum, we will endeavour to strengthen the partnership between Home and School and Parents, Governors and Teachers.

Each Curriculum Co-ordinator has provided a description of our aims in their subject area.

ENGLISH

SPEAKING AND LISTENING

We provide plenty of opportunities for your child :

- to talk and listen
- to develop clear speech and communicate thoughts
- to extend vocabulary and powers of expression

The work in the early years will be built upon to ensure continuity in developing your child's understanding of the spoken word and capacity to express himself/herself in a variety of speaking and listening activities.

READING



Our aims are:

- to produce competent readers, with a love of books
- to provide your child with a wealth of books, and also written language around the school.

It is essential that reading should be an exciting and enjoyable experience.

Your child will :

- be considered an individual
- will follow a programme of work geared to his/her needs
- be given and encouraged to select reading material appropriate to his/her stage of development from the variety of reading schemes in the school
- be encouraged to select other reading material from school resources.

WRITING



Your child will be taught and encouraged to write for a variety of purposes so that he/she has the ability to convey meaning in a written language, matching the style to his/her audience.

Our strategy for the development of writing is :

- to develop writing skills
- to give opportunities for writing in a variety of styles to suit different purposes
- to build vocabulary and language awareness

HANDWRITING *abcdefghijklmnopq...*

We aim to help your child to develop neat, legible work. There will be a consistent style of handwriting taught throughout the School and your child will have formal handwriting sessions each week.

SPELLING *w-e-a-t-h-e-r ✓*

In early classes spelling ability closely follows your child's progress in learning to read and he/she learns essentially through usage. Later however, specific techniques are used so that your child will have strategies to spell unfamiliar words.

Every day your child will be engaged in work aimed at developing his/her English skills. We regard these skills as vitally important.

Our programme has been planned to :

- provide continuity and progression throughout the primary age range
- satisfy the National Curriculum
-

MATHEMATICS



We aim to :

- equip your child with skills to enhance his/her own development
- provide your child with a way of viewing and making sense of his/her environment
- teach your child individually and in groups
- expose your child to a range of mathematical experiences which will develop his/her own potential
- make teaching practical, investigative, oral and written - and include problem solving
- ensure that your child will use a variety of resources and materials - including books, micro-computers, calculators and instruments

- make activities balanced between tasks which develop knowledge, skills and understanding with those of a practical application
- instil in all children, a positive attitude towards mathematics

Your child will record his/her work to :

- clarify his/her own thinking
- communicate with others
- provide evidence of his/her work

Recording and presentation of work include :

- a written record (usually in the form of a book)
- graphical, pictorial, 3-dimensional and diagrammatic representation

Our programme has been planned to :

- provide continuity and progression throughout the primary age range
- satisfy the National Curriculum

SCIENCE



We consider Primary Science to be :

- observing
- investigating
- making sense of the world

We aim to :

- give your child practical experience
- develop his investigative skills
- help him/her explore his surroundings in a scientific way
- motivate your child through a thematic approach (encourages high interest level)
- encourage a development of concepts and build up knowledge by teaching and returning to themes throughout the School
- extend themes (or topics) with the development appropriate to the age of the child
- provide continuity and progression throughout the School

HISTORY



& GEOGRAPHY



We believe that your child should develop a questioning attitude towards his/her environment.

We aim to :

- encourage your child's interest in his/her immediate surroundings i.e. the school and its grounds and also the village
- create an awareness of his/her national heritage and culture as he/she progresses through the school
- encourage experimenting, asking questions, watching television, as well as using written material which will include summarising and taking notes.

Working individually, in small groups and as a class, your child will learn co-operation, how to give encouragement, how to lead and how to act.



DESIGN AND TECHNOLOGY

Your child will experience design technology whilst involved in all curriculum activities. He/she will have opportunities to work individually and in groups, to plan, design, make and evaluate a variety of structures and products. This will involve working with a range of materials including :

paint / paper / clay / wood / plastic / metal / food/textiles

An important aspect of this work is the discussion involved in the actual process undertaken, from planning to creating the final product.



INFORMATION AND COMMUNICATIONS TECHNOLOGY

Your child will be able to use electronic devices including computers to assist him/her in many learning situations in the school. We have a structured programme of work that will enable your child to use ICT across the whole curriculum, allowing him/her to experience word processing, graphics, information handling, simulation, control and monitoring. The skills acquired in ICT will enable children to find, explore, analyse, exchange and present information.



ART

We believe that it is important that children are given the opportunity to express themselves through creative activity.

Your child will learn skills through :

painting /drawing/ printing/ textiles/ collage/3d modelling

Your child will be able to observe and discuss art from different periods, cultures and traditions and will become aware of the work of a variety of classic and contemporary artists.

MUSIC

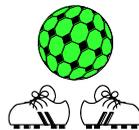


Whilst at school your child will be involved in performing and listening to music from different times and cultures.

Opportunities for exploring sounds and rhythms will include :

- singing a variety of songs
- creating musical patterns with a number of different instruments
- playing simple pieces and accompaniments
- listening to and talking about music from different times and cultures

PHYSICAL EDUCATION



We aim to :

- provide experiences which will allow your child to develop skills and understanding in athletics, dance, games, gymnastics and swimming
- encourage your child to engage in activities that involve the whole body, maintain flexibility and develop strength and endurance
- teach your child to be concerned with their own and the safety of others in all activities
- introduce your child to a number of team games - including football, netball, basketball, hockey and kwik cricket.

SWIMMING



Children in KS2 visit the swimming baths at King Edward VII Community College. The staff, which includes a specialist swimming teacher, will involve your child in activities which develop confidence in water. As children progress they will be given the opportunity to develop effective and efficient swimming strokes. This work will at all times be related to the principles and skills of water safety.

We have adopted the LA Swimming Scheme and a range of certificates are presented as children acquire different skills.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP



We wish to create in your child :

- a good self-image
- an awareness of good health (cleanliness, exercise, good diet and the dangers of harmful substances such as tobacco)
- a confident, valuable member of society
- the ability to relate to others
- pride in all the things they do

We aim for all children to feel confident and have their say safe in the knowledge their views will be respected. PSHCE is at the heart of everything we do in school.

SEX AND RELATIONSHIPS EDUCATION

We recognise that :

- sex education is a crucial part of preparing young children for the changes of puberty and adulthood
- it is not simply concerned with the physical aspects but also it is important that your child appreciates himself as an individual of value and as a member of the family, the School, the community and other caring groups
- children's questions about physical differences and reproduction need to be handled with care and sensitivity

With parental agreement and involvement, we try to give the older children an understanding of the changes that take place in boys and girls at puberty, i.e. basic sex education using videos and discussion. If you wish to withdraw your child from Sex Education, please contact the Headteacher.

SAFETY EDUCATION

We aim to make your child aware of the dangers of modern living, in such areas as :

- road safety
- fire and firework safety
- dealing with strangers
- water safety

We often invite 'experts' to come into school to talk to the children about these important areas.

RELIGIOUS EDUCATION



R.E. is non-denominational and every attempt is made to make it relevant to modern life.

We are committed to :

- providing religious education as part of your child's class work and in School Assembly
- a daily act of worship which will be of a broadly Christian character
- be a contributory part of wider topics
- introduce your child to the world's major religions
- encourage your child to develop tolerance for others and their views

We believe that the primary child should be beginning to gain moral values based upon precepts of his/her own religion to guide his/her behaviour in terms of honesty, sincerity and personal responsibility. If you wish to withdraw your child from the R.E. programme please notify the Headteacher.

SPECIAL EDUCATIONAL NEEDS

Our policy is to ensure that all pupils are provided with a broad and balanced curriculum at an appropriate level and that the needs of children with learning difficulties are identified and met in accordance with the Code of Practice for Special Educational Needs. We place particular importance on the benefits of good communication with parents so that we can work together to meet the needs of our children.

Our detailed Special Educational Needs policy is available in school.

INCLUSION

We provide a broad and balanced curriculum for all pupils. Our inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

MULTI-CULTURAL EDUCATION

Our policy is to provide your child with a balanced view of our society, which includes an understanding of and tolerance towards, all of its members.

To achieve this aim we endeavour to present all our work, literature and social interaction in a manner that includes an understanding of different cultures and religions.

The School governors, parents and staff have formulated the following multi-cultural policy statement:

"It is the policy of the School that all aspects of the life of the School, i.e. teaching, curriculum, staff relations and members of the School community and appointments will reflect a non-racist and multi-cultural point of view. We will endeavour to create an atmosphere of tolerance for individual and cultural differences in our School; and that we will meet, on the basis of equality of opportunity, the needs of our children growing up in a multi-cultural society."

EXTRA-CURRICULAR ACTIVITIES

We provide a variety of extra-curricular activities such as football, netball, choir, aerobics and textiles which usually run after school or during lunchtime.

We are always trying to increase our range of extra curricular activities and parents and children are kept notified. If you feel you might like to run a club please do not hesitate to contact us!

RESIDENTIAL EXPERIENCES

The School is committed to a policy of giving your child the opportunity to learn and develop through residential experiences. Practical learning is an important part of your child's development and this can be achieved by spending time in new situations.

We aim to offer a number of residential visits linked to the work carried out at School, each one designed to meet the needs of different age groups.

Children in Year 3 & 4 have the opportunity to stay in a residential centre, usually Beaumanor Hall one year and a centre further afield in the second year. During the stay your child will enjoy working with friends, teachers, staff and parents. The days will be packed with practical tasks in the Centres and in the surrounding countryside.

Children in Year 5 & 6 have the opportunity to take part in a residential visit during the Summer Term. This is planned some distance from the County, to provide academic and aesthetic experiences in an area contrasting with our own locality.

It is school policy to use registered centres and pre-visits are made to the centres to ensure that appropriate Risk Assessments are up to date and in place.

ATTENDANCE

Children should not be removed from school during term time for family holidays. If you do wish to remove your child from school, you should write to the Headteacher to request

permission for such an absence. Government guidelines require that no more than 10 days absence will be authorised within one academic year.

ASSESSMENT, RECORDING AND REPORTING

During the year your child's progress is assessed by the class teacher.

Teachers use assessment tasks to assist them in this process. These are given to children at appropriate times throughout the year. The results are recorded and these influence future planning.

At the age of 11, children will be assessed using National Tests, known as Standard Attainment Tasks (SATs). These national tests will measure your child's progress in English and Mathematics.

To clarify certain aspects of your child's progress and development you will receive an annual report. The report will also deal specifically with National Curriculum core and foundation subjects

CONSULTATION WITH PARENTS

We believe that regular consultation between parent and teacher is of paramount importance in the education of your child.

PARENT/TEACHER INTERVIEWS

- two sessions are arranged each year - in the Autumn and Spring Terms
- interviews last about 10 minutes
- you are able to see your child's work and discuss progress with the class teacher
- intermediate interviews can be arranged if you or the class teacher feel a more frequent review is needed

If you are worried about the progress of your child, at any time, please arrange an interview with his class teacher, or with the Headteacher, by calling into School or telephoning the School Secretary.

HOMEWORK

We believe that homework is a valuable, integral part of a child's learning, as well as a crucial meeting ground in our partnership with parents. Hence, there is some form of homework task for each child, from the time they join our school to the time they leave at the end of Year 6. To this end we have prepared a homework policy. Copies are available from the school office.

We aim to adhere to Government guidelines in this area. This means that children should have the following amounts of Homework in an average week:

Key Stage 1 - 1 hour per week, Lower Key Stage 2 - 1.5 hours per week, Upper Key Stage 2 - 30 minutes per day. This will average out over the school year.

CURRICULUM DEVELOPMENT

Regular meetings of the teaching staff are held to ensure continuity of curriculum content and method. The curriculum is regularly reviewed to assess its effectiveness and development takes place when necessary. Our staff attend training courses to keep abreast of developments in their particular fields. A Governors' sub-committee monitors these developments.

Any further information about curriculum throughout the school, National Curriculum and the organisation of the curriculum, is available from the Headteacher. This includes viewing documents such as the Education Reform Act, policy statements from the Local Authority, DFE or School.

COMPLAINTS PROCEDURE

We would encourage all parents to make contact with the school as soon as possible if they ever have any cause for concern.

A full copy of the complaints procedure, giving information about how to make a complaint according to the arrangements made by the Local Authority, under the Education Reform Act, is available at school and may be viewed by contacting the Secretary.

CHARGING FOR SCHOOL ACTIVITIES

The School and Governors support the principle of maintaining the right to a free school education. There are occasions when we invite voluntary contributions to be made for the benefit of the children and the School, or, in support of any activity organised by the School either during or outside school hours. The Local Authority and School policies on charging and remissions are kept in School. If you need further information, please contact the Headteacher.

LINKS WITH OTHER SCHOOLS

All Schools in the Coalville area belong to a Support and Development group which was created to improve the learning opportunities offered to the children within primary and secondary education.

THE COALVILLE FAMILY OF SCHOOLS

*King Edward VII Community College
Castle Rock High School, Newbridge High School
All Saints C of E Primary School, Belvoirdale Primary School
Broom Leys Primary School, St Clare's Catholic Primary School
Warren Hills Primary School, Forest Way Special School,
Hugglescote Primary School, New Swannington Primary School,
Swannington C of E Primary School, Thringstone Primary School
St John the Baptist C of E Primary School, Holy Cross Catholic Primary School*

As in the past our School maintains particularly strong links with our two main 'feeder' High School, Newbridge and Castle Rock. Staff continue to liaise with the teachers from these schools and it remains vitally important that the achievements and progress made by the children, particularly Year 6, are recognised and built upon in their new Secondary Schools.

By making continuity between the Primary and Secondary phases of education a major priority, Coalville Schools meet the needs of pupils and parents by providing a broad and balanced education in line with Leicestershire County Council and National Curriculum requirements.

OUR COMMITMENT TO THE COMMUNITY

The Headteachers and staff of the Schools of Coalville meet together regularly and are committed to :

1. Supporting children by encouraging and improving their learning through quality teaching.
2. Promoting access to the widest range of education opportunities for all pupils and students.
3. Enabling progression and continuity throughout your child's school and college life.
4. Engaging parents, pupils, teachers and governors in constructive dialogue about the education of children.
5. Involving the Coalville Community in enhancing the quality of education of its people, young and old.

OFSTED INSPECTION

The school was inspected in June 2008. The inspectors concluded that the school is a good school, "moving from strength to strength" and providing a rapidly improving standard of education and care.

In its report it states that Thringstone Primary School is a "happy" school with outstanding leadership, and a well-planned creative curriculum. The children make markedly accelerated progress and governance is excellent . (Ofsted June 2008)

What our pupils say about Thringstone Primary School

Teachers and children have loads of confidence in you and never give up.

This school is friendly and the teachers are very kind. You will be very welcome here.

All of our work is fun, enjoyable and gives everybody a challenge no matter their abilities.

This school is brilliant because we have well behaved children and the teachers are lovely.

The teachers make you feel welcome.

Thringstone school is absolutely great! My favourite lesson is Maths as your brains works very hard.

I like school because it has lots of great clubs.

I really enjoy being at this school because everyone is kind and friendly and I learn a lot.

Our School has a big field and our school serves lovely dinners.

Thringstone Primary School is a "happy" school with outstanding leadership, a well-planned creative curriculum. The children make markedly accelerated progress and governance is excellent . (Ofsted June 2008)