



John Clare School

School Prospectus



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Helpston
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Introduction

At John Clare Primary School, we aim to provide every child with experiences and learning opportunities that excite and challenge and that help to prepare them for their future. As a small school, we pride ourselves on knowing our children well so that we can focus on the individual needs of each child and help them to develop their interests and skills. OFSTED 2016 said of the school 'it remains an exciting place to learn'. The curriculum is imaginatively planned, with a wide range of exciting experiences that make learning purposeful and relevant'.

The school is named after the local village poet, John Clare, who lived from 1793-1864. The school was opened July 13, 1965 in commemoration of the poet's birthday. The school celebrates the birth of John Clare every year when they take part in the Midsummer Cushions festival and the John Clare Society Festival.

The School is housed in a pleasant, light airy building with its own playing field. Due to the popularity of the school the school has grown since it was opened in 1965. The school now comprises of 4 classrooms, a music room, a learning zone/library and a small group room. In September 2010 our Reception class, the Helpston Pre-School and Out of School Club moved into a brand new eco-friendly building. We also have a swimming pool and changing facilities. The School field is dual-use and is used by the village after school hours and during weekends and holidays.





Organisation – School Year 2017/18

The school is organised into four class teaching groups.

Teaching Staff

Mrs R Simmons	Headteacher
Mrs S Nicolson	Deputy Headteacher, Torpel Class Teacher (Year 5/6)
Mrs H Bacon	Buttercross Class Teacher (Reception/Year 1)
Mrs M Keymer	Woodgate Class Teacher (Year 1/2)
Mrs S Myatt & Miss C Johnson	Broadwheel Class (Year 3/4)
Mrs S Myatt	Part-time SENCO

Support Staff

Mrs S Pearman	Bursar
Mrs W Cooke	School Administrator
Mrs A Cook	Teaching Assistant
Mrs B Dorcheh	Teaching Assistant
Mrs S Good	Teaching Assistant
Mrs A Martin	Teaching Assistant
Mrs P Morris	Teaching Assistant
Mr G McDonagh	Caretaker
Mrs T McDonagh	Cleaner
Mrs J Shonfeld	Cleaner
Mrs J Sallis	Caterer
Mrs R Sowinski	Mid-day Co-ordinator
Miss J Cole	Mid-day Supervisor
Mrs K Luff	Mid-day Supervisor
Mrs V Rhodes	Mid-day Supervisor
Mrs J Shonfeld	Mid-day Supervisor



Aims of the School

Vision Statement

*At John Clare, we take care to:
Inspire a passion for learning
Nuture compassion for each other and
Celebrate excellence and endeavour*

Our School Aims

- To equip our children with the necessary skills, knowledge and understanding to become successful learners with a passion for learning
- To nurture and develop every child to become caring, compassionate and responsible members of the community
- To work in genuine partnership with families and the wider community
- To inspire and engage every child in an enjoyable, stimulating enquiry based curriculum in a safe and well-maintained environment
- To challenge, support and develop our staff to become an outstanding, emotionally intelligent workforce.

The Curriculum

At John Clare School, we aim to provide a curriculum, which is broad, balanced and relevant, to which all children are entitled and to which they have access via differentiated learning.

We are currently developing an exciting creative curriculum, which both challenges the children and provides them with a variety of experiences suited to their needs and abilities. We are currently developing the curriculum to promote meaningful cross-curricular links and creative thinking in all lessons. We provide special days and weeks where children can work in teams and develop deeper levels of learning. We also have very good Early Years Foundation Stage provision in school for children aged 4 and 5.

The National Curriculum at Key Stages 1 (5-7 year olds) and 2 (7-11 years olds) comprise the Core Subjects and Foundation.

Subjects WHAT WILL YOUR CHILD LEARN?

Core Subjects

English, Mathematics, Science and Computing

Foundation Subjects

Design and Technology, History, Geography, Art, Music, Physical Education and R.E.

The children follow schemes of work based upon the Programmes of Study and are then assessed in relation to levels within the attainment targets.

There is a formal assessment at the end of Key Stage 1 (7 year olds) and Key Stage 2 (11 year olds) using Standard Attainment Tests. (SATs)

When the children enter school, they are assessed using the Foundation profiles and the school's own base-line assessment. We continually assess and monitor every child's progress to inform our teaching and planning for Individual children.



HOW WILL YOUR CHILD PROGRESS?

Children are set individual targets for Mathematics, Reading & Writing every term. The child has a one to one session with their teacher to discuss their progress and to set new targets. These are shared with parents during target setting days. We aim to keep parents involved and value this close partnership.

CORE SUBJECTS

English comprises the elements of speaking and listening, reading and writing. Children will have opportunities to develop their communication skills, vocabulary and writing abilities. They will follow a graded and carefully monitored reading scheme which leads to free, independent reading from a wide choice of books in the classroom and school library. Many classes use a reading carousel to develop breadth of reading. Children take their books home to share with their parents/carers. We work hard to develop reading skills and are keen that parents/carers not only read with their child but also engage in shared writing activities linked to reading. Comprehension and grammatical skills are developed through the literacy strategy but also through other areas of the curriculum. Regular spellings are given for the children to learn. We have produced guidelines to help parents/carers support their child.

Mathematics in the school is taught through a number of different schemes. We aim to work closely with parents and numeracy information sheets are distributed at the beginning of each year. Practical maths work is undertaken together with an understanding of the processes and concepts; however, we continue to emphasise the basic rules of number and the learning of maths facts such as tables. There are specific numeracy lessons for each year group on a daily basis.

Science is taught both as a discrete subject and also linked to other topics. The skills and techniques of investigation and experimentation are taught but the acquisition of scientific knowledge and vocabulary is also seen as important.

The school is well resourced for **Computing** with interactive white boards and 40 laptops and tablets. Information Technology skills are applied across the whole curriculum.

History and **Geography** are often linked through a particular topic study, but one or the other is emphasised at different times and studied to a greater depth.

Opportunities are presented for the development and extension of physical skills in gymnastic, dance, outdoor ball skills and swimming activities. We employ a number of specialists and coaches to enrich this curriculum area. We have a BIG ARTS WEEK every year and devote the whole week to exciting cross-curricular activities. Children will explore and appreciate a variety of media in art sessions and their musical abilities developed in the classroom and through recorder, guitar and singing groups.

Our vision is to be a 'SMALL SCHOOL WITH BIG OPPORTUNITIES' discovering children's Gifts and Talents and providing pathways to enable each child to be a success!



Useful Information

The School Day

School starts at: 8:55am until 12:00pm

Restarts at: 1:00pm until 3:25pm KS1 and 3:30pm KS2

Finish on Fridays at 2:30pm

WE ARE A HEALTHY SCHOOL and are regularly awarded a Healthy Schools standard.

Fresh cold filtered water is available to all pupils. They may bring a named water bottle to allow them access to fresh water in the classroom. Water boosts the brain!

Milk is available for all children and it is free for under 5s.

All children in KS1 are given fruit every day.

KS2 children may bring fruit to eat at morning break.

School Meals

Delicious cooked dinners are prepared on the premises, with a choice of nutritious main course and dessert.

Provision is also made for vegetarian and special diets. Each hot meal costs £2.30. Under the current Government's scheme, all KS1 children are entitled to Universal Free School Meals.

School Payments

The School uses ParentPay (a Web based secure online payments system) to collect all monies in respect of school meals (KS2 only), trips, clubs, swimming etc. Further details will be provided once your child starts school.

School Uniform

School Uniform is optional, but we are of the opinion that such a concept enables the children to take pride in their appearance and helps to develop a positive attitude to each school day.

The school colours are red and grey and the dress is based on these colours.

Boys

Shirt -white

School Sweatshirt

Trousers/Shorts -grey

Girls

Shirt/blouse -white

School Sweatshirt

Skirt -grey

Summer Dress -red/grey

Sweatshirts, T-shirts, polo shirts and fleeces are available through the school website (www.johnclareschool.org) or direct from Brigade (www.brigade.uk.com) at a reasonable cost. THE WEARING OF JEANS IS DISCOURAGED.

PE/Games Kit

It is essential that the children have a change of clothes for PE and Games as well as the necessary footwear.

They may comprise the following:

Plimsolls/Trainers

Black Shorts

White Vest/T Shirt/Leotard

It is recommended that children take part in PE/dance with bare feet.

KS2 outside games:

Tracksuit or warm Pullover on top of PE Kit

Football Boots/Trainers for field and playground winter games

(A drawstring bag to store such clothing is useful)

The wearing of jewellery during PE/Dance/Games lessons is very dangerous.

All jewellery and watches should be removed before these lessons. If your child has pierced ears only small studs should be worn at school and must be covered up or removed for PE. Children should have their kit in school every day.



Labelling Clothing

PLEASE put your child's name on all clothing worn in school. This includes outdoor clothing and wellington boots. We do attempt to return all lost property but cannot retain indefinitely items, which are not labelled.

Absences

If, for any reason, a child is absent from school, the school should be informed of the reason for absence immediately by telephone, email, or in person.

If your child needs to leave school during school hours a responsible adult must meet the child at school. There is a signing in and out book in the main foyer which should be completed.

Please let us know in writing, or by telephone, of such arrangements, as we are responsible for the children in our care and cannot allow them out of school without this authority.

The school positively discourages the taking of holidays during term time. No holidays will be authorised for children in Year 6 in the lead up to their tests.'

Sickness

If your child becomes ill at school we will inform you immediately. Therefore, we do ask you to let us have your telephone number or the number of a friend or neighbour, so that we may contact you in emergencies. Following any illness, we would ask that your child remains off school for 48 hours after they are symptom free.

Medicines

We are unable to administer medicines, but we can oversee children who take regular medication and are able to administer the drugs themselves. (We will need a letter of consent outlining the medication to be taken e.g. inhalers etc.) Staff receive regular first-aid training. Our Medication Policy can be found on the school website.

Parents and School

Parents are most welcome in school and the Headteacher will be pleased to see those with queries or problems. Teachers are also willing to see parents, either at the end of the school day or by special arrangement. We promote an open-door policy.

Parent consultation evenings are held three times a year in the Autumn, Spring & Summer Terms. This gives an opportunity for an update to be given upon the child's progress and discuss targets. A final written report is presented at the end of the Summer Term.

We operate a rota of parents who help in school on a regular basis. If you would like to help or are interested in visiting the school, please contact the Headteacher.

Since September 2001 the school has operated a Home/ School Agreement. The agreement was endorsed at the Governor/Parents' AGM and each Parent/Carer is requested to sign the document along with the child and the school.

The Friends of John Clare School

The purpose of the "Friends of the School" is to provide a common link between the school, the parents and the community through meetings, social events and fundraising activities.

We believe the progress and development of a child is enhanced when parents take an active interest in school activities. All parents of children at John Clare School are members of the "Friends of the School."

Pastoral Care

The pastoral care of the children is shared equally among all staff. Each member of staff reports to the Headteacher any cases of children needing specific medical assessment e.g. deafness, speech, eyesight etc. including non-accidental injury. The school is in close touch with the School Nurse and Health Visitors. Advice is freely given to both staff and parents and home visits can be arranged.

General day to day care is a collective responsibility of teachers, teaching assistants, midday supervisors and office staff. All accidents and treatments given within the school are logged.



New Children

Admissions Policy

Our 'catchment' area includes the villages of Helpston, Etton and Woodcroft. However, parents may opt to send their children to the school from other areas.

Our agreed overall capacity for the school is 105 children. We follow the accepted Peterborough City Council 'Admissions Criteria for Admissions and Appeals Procedures.' Legally, children must start to receive full-time education from the beginning of the term after their fifth birthday. In practice, most children enter school in September but this decision rests with parents and the Headteacher.

All new children are invited to visit the school during the half term before they start. You will receive information about these visits.

A meeting for prospective parents is held with the Head teacher and the Reception teacher prior to the visits so that any queries can be answered. New children begin school on a part time basis at the beginning of the autumn term. Following an agreed period, the children attend full time and all children will be in school for the whole day by half term.

Religious Education

The broad framework for Religious Education is determined nationally. The Education Reform Act, 1988, sets out legal requirements for R.E. and collective worship. The aims and objectives for R.E are determined locally and set out in the City's agreed syllabus.

R.E. is treated as an integral part of the school curriculum and is taught by several means. The younger children who are still very dependent on family and home situations identify with familiar situations but we try to widen their knowledge through stories and their experiences, e.g. hot cross buns, carol singing. The older children need areas of work to help them discover what religion is; also to give them knowledge to understand the variety and richness of different cultural traditions as well as their own. During the course of the week we hold regular assemblies, class teachers also hold class assemblies. The Rector visits the school and takes a regular assembly. Incidental teaching can occur many times during the school year.

"The educational process aims to develop the whole person, and Religious education shares common ground with other subjects in the curriculum in contributing to pupils' personal, moral and social development."

A Framework for R.E. in Peterborough

Parents may withdraw their children from religious worship or Religious education, but these requests should be put in writing to the Headteacher. If you have any queries in this matter, please do not hesitate to come and talk things over.

Relationship and Sex Education

This is an integral part of the Health Education programme in school which all children study at an age-appropriate level. The Year 5/6 children explore these topics in further detail, using video materials, such as 'Living and Growing', to support their learning. Whenever possible, your child's class teacher will inform you when such content will be discussed. Should you wish your child to opt out of this subject, please inform the Headteacher.

Special Needs

At John Clare Primary School, we are determined to meet the educational needs of all our pupils. We closely follow the New Code of Practice.

The school caters for the need of all pupils with special needs, with and without an Education Health Care Plan. All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the model of special needs assessment and provision recommended by Peterborough Local Authority.

The Special Educational Needs Co-ordinator (SENCO) is responsible for overseeing assessment provision. Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school. A copy of the Special Educational Needs Policy is available on request. This policy along with the Peterborough Local Offer can be viewed on the school website under the heading of School Information, School Policies.

The SENCO is Mrs Sheryl Myatt.

The named Governor for Special Educational Needs is Mrs Rosey Shackell.



Homework

The children are encouraged to carry out activities at home which complement or extend work in progress at school. In the early years, it will begin with the sharing of a reading book at home. As the children progress through school, they will be required to complete a 'Learning Log' to demonstrate their skills and understanding of subjects taught within class. We follow the times recommended by the Department for Education.

Secondary Education

Parents have the right to express their preferences as to the secondary school that their child will attend after John Clare School. Most children transfer to Arthur Mellows Village College, Glinton. We liaise on curriculum and policy matters and over the years we have built up a good relationship between the two schools which is of benefit to the children when they transfer. All the parents of Year 6 children will receive full details about all the options available at 11+ and full particulars of how to express their preferences.

Admissions arrangements are set by the Secondary schools who will provide you with details of their criteria.

Clubs

In addition to a very full curriculum, there are various extra-curricular activities organised by the teachers, coaches or by parents. Apart from the instructive and enjoyment aspects of such activities it provides another opportunity for the children and their coaches to enjoy participating in shared interests. We have had a number of children who have reached county standard in Hockey.

Clubs offered in the past year include:

Football – Girls and Boys
Chess
Cricket
Choir
Eco Club
Film Club
Netball Club

Cooking
Hockey
Ukulele
Art
Dance

Remissions and Charges

The Governors' Charges and Remissions Policy requires that where charging needs to be levied, a voluntary contribution is requested from the pupils. If this contribution does not cover the cost of the activity the school reserves the right to cancel the activity. Where a pupil elects to have music tuition from an outside agency and a charge is made, then the cost will be passed on to parents.

Links with the Community

The school aims to work with and within the village community to the mutual benefit of both.

John Clare Society

We have an annual poetry competition to celebrate the famous poet the school was named after.

Dual Use Field

The school field is used by the villagers after school hours. It is a popular meeting place for parents, children and young people. The large open space and play equipment offer a safe environment where children can play.



Pre-School Links

Helpston Playhouse and Under 5s was formed in 1972 and in September 2010 moved into a new eco-friendly building on the school site.

The Under 5s provide pre-school learning experiences for children aged 2½-4 years during term time. The provision was judged as 'Outstanding' by Ofsted in 2009. Excellent relationships exist between the Group and John Clare School and Under 5 children benefit from visits to the Reception Class and school events. The playgroup leader liaises with school to make the transition to school as smooth as possible. Further information can be obtained by requesting a copy of their brochure.

BEFORE AND AFTER SCHOOL CLUB

The Helpston Playhouse offer working parents the opportunity of using this wonderful facility for all school age children. Many of our children attend this super club where a range of fun and stimulating activities are on offer daily, 7:45-8:45am and 3:30-6:00pm.

Whole School Behaviour Policy

Statement by Governors: The Whole School Behaviour Policy of the school is designed to further the aim of developing in children an awareness of self-worth and sensitivity to others, to develop a set of moral values and the confidence to make and hold moral judgements, and develop habits of self discipline, acceptable behaviour and community responsibility.

Discipline around the school is the collective responsibility of all employed staff. Discipline within the classroom is the responsibility of each teacher. For achievement and acceptable behaviour praise and encouragement are used together with the school's rewards system. For behaviour falling below acceptable standards there will be loss of privileges e.g. loss of part or all of break time, repetition of work badly presented etc.

Corporal punishment does not take place in the school.

Where a child fails to respond to the class teacher, then the Headteacher is involved and if this intervention does not work, then parents are contacted and the matter is hopefully brought to a satisfactory conclusion.

Emphasis is placed on tolerance and the three simple courtesies of 'please', 'thank you' and 'excuse me'. The children are expected to walk about the school when moving from one activity to another.

Any changes in school rules are communicated to the children in school assemblies.

Parents receive weekly newsletters and emails that keep them informed about any changes in school rules and also the day to day happenings in school life.

Child Protection

'It may be helpful to parents to know that the Authority requires schools to report any obvious or suspected case of child abuse -which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that the Headteacher may risk upsetting some parents by reporting a case which, on investigation, proves unfounded.

In some circumstances, it is hoped that parents, appreciating how difficult it is for schools to carry out this delicate responsibility, would accept that the Headteacher was acting in what were believed to be the child's best interests.'

From: Peterborough City Council Advice on Child Protection.

Complaints Procedure

Any concerns expressed by parents and others about the school, the curriculum and any related matters will usually be discussed, and as far as possible, dealt with on an informal basis with Teachers and Headteacher to begin with. It is only when concerns cannot be resolved that a formal complaints procedure comes into operation. If attempts to settle the complaint informally fail, then the complainant should set out the complaint in writing and submit it to the Clerk of the Governing Body c/o John Clare Primary School. When the complaint has been considered by the Governing Body, the Clerk will then notify the complainant of the outcome and any action taken.



GOVERNORS

The school is governed under an instrument of Government which calls for local men and women to exercise a degree of local influence in and over the school to assist in securing the needs of the school. The governors are appointed by the City and Parish Councils; four are chosen by the parents of the children at the school and one is a representative of the staff.

The Governors are:

Chairperson – Co-opted
Vice Chairperson – Co-opted
Co-opted

LA Governors
Parent Representatives

Headteacher
Teacher Representative
Clerk to the Governors

Mrs C Spooner
Mr N Jones
Mr A Bradley
Mr P Gyani
Mr J Hinch
Mrs A Taylor
Mrs R Shackell
Mr R Bennett
Mrs A Ayres
Mrs A Walls
Mrs R Simmons
Mrs H Bacon
Mrs J Harris

The governors hold a full governors' meeting twice a term and Strategic and Resources committee meetings once a term.

Governors work closely with staff at school and regularly monitor the school's development.

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NATIONAL CURRICULUM SATs RESULTS

All test results must be viewed in the context that they are a snapshot in time and merely indicate a child's performance at that stage of his/her career. The overall potential and success of a child must take into account the broader picture of education and relate to factors which cannot easily be measured by a set of tests and reported by a number or grade. At John Clare School, we strive to achieve the highest of standards but recognise the crucial nature of a broad curriculum for all children.

It should also be recognised that with small cohorts of children – a year group can have from 5 to 15 children – when results are turned into percentages, one score can cause wide variations e.g. with 7 pupils, 1 child = 14%. As SATs results are analysed it is most important to determine that each child has achieved the highest grade of which they are capable rather than search for a blanket comparison with other schools or academic years.

Key Stage 1

Outcomes (%): (1 child = 6%) Amber or green > 6% +/- Red or Dark Green > 13% +/-

	2015 L2b+	2016 At Expected	2017 At Expected	2017 National
Reading	75	70.6	76	76
Writing	69	64.7	76	68
Mathematics	81	76.5	71	75

	2015 L3	2016 Above Expected	2017 Above Expected	2017 National
Reading	50	41.2	29	25
Writing	31	29.4	29	16
Mathematics	44	35.3	29	21

Key Stage 2

Outcomes%: 1 child = 7% Amber or green > 7% +/- Red or Dark Green > 14% +/-

	2015 L4+	2016 Expected Standard	2017 Expected Standard	2017 National	2015 L5	2016 Higher Standard	2017 Higher Standard	2017 National
R	87	80	93	71	40	20	21	25
W	100	76	93	76	53	20	29	18
GPaS	87	80	93	77	40	13	21	31
M	91	80	79	75	40	20	7	23
R,W&M	53	53	79	61	26	13	7	

	2014 Expected Progress	2015 Expected Progress	2016 Progress	2017 Progress
En	100	75		
R	92	75	-0.9	1.3
W	100	100	-3.5	1.8
M	92	91	-0.9	-1.9