

# SCHOOL PROSPECTUS

## 2015/16

Information relating to individual schools published in accordance with the Education Act 1996 and by Kingston upon Hull City Council and on behalf of the Governors of Aided Schools in Kingston upon Hull for admissions from September 2005.

Marfleet Primary School  
Marfleet Lane  
Kingston upon Hull  
HU9 5RJ



Tel. No. 01482 781943

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|----|--|--|
| 2. | <b>HEADTEACHER</b>                             | Mrs R Butler-Reid  |
| 3. | <b>CHAIR OF GOVERNORS<br/>PARENT GOVERNORS</b> | Mrs. D Quigley<br>Mr R Dorely, Mr P Hussey and Miss Acey |
| 4. | <b>NUMBER ON ROLL</b>                          | 203  |
| 5. | <b>SCHOOL CLASSIFICATION</b>                   | Community Primary Co-educational<br>Day School           |

### 6. **ADMISSIONS POLICY**

The school's current admission arrangements adhere to the published criteria contained in the 2015/16 Kingston upon Hull Admissions to Primary Schools Booklet. Children are admitted to school full time at the beginning of the term during which they will be five. Before this children are admitted to the nursery at the beginning of the term following their third birthday, part time.

### 7. **VISITING ARRANGEMENTS**

Parents wishing to view the school may do so by appointment at any time. Parents of children in the new admissions class will be invited to a meeting in school. All will be invited to special functions throughout the year.

### 8. **RELIGIOUS AFFILIATIONS**      None

### 9. **SCHOOL CURRICULUM MATTERS**

- (a) The Governing Body has approved the curriculum aims. Copies of the specific school aims are available for inspection in school.

- (b) The Governing Body has agreed that Sex Education should be given to the children in their final term at the Primary School. This will form part of an on-going health education programme. Parents will have an opportunity to view the film used for sex education and may withdraw their child(ren) if a written request is made. A Growing up talk will be delivered in Year 5.
- (c) The amount of time available for teaching will be sufficient to enable pupils to cover the whole curriculum set out in the LEA's policy statement; the school's curriculum policy and the National Curriculum document and also allow time to study R.E.

**(d) School Term Dates 2015-16**

<b>Autumn Term 2015</b>	
TRAINING DAY	Monday 7 <sup>th</sup> September
Pupils Return	Tuesday 8 <sup>th</sup> September
Close	Friday 23 <sup>rd</sup> October
Re-open	Monday 2 <sup>nd</sup> November
Close	Friday 18 <sup>th</sup> December
<b>Spring Term 2016</b>	
TRAINING DAY	Monday 4 <sup>th</sup> January
Pupils Return	Tuesday 5 <sup>th</sup> January
Close	Friday 12 <sup>th</sup> February
Re-Open	Monday 22 <sup>nd</sup> February
Close	Friday 25 <sup>th</sup> March
<b>Summer Term 2016</b>	
TRAINING DAY	Monday 11 <sup>th</sup> April
Pupils Return	Tuesday 12 <sup>th</sup> April
SCHOOL CLOSED – May Day	Monday 2 <sup>nd</sup> May
Close	Friday 27 <sup>th</sup> May
Re-open	Monday 6 <sup>th</sup> June
Close	Friday 22 <sup>nd</sup> July
TRAINING DAY	Monday 25 <sup>th</sup> July
TRAINING DAY	Tuesday 26 <sup>th</sup> July

Session Times:

School

Nursery

9.00 a.m. – 11.50 a.m.

Morning 9.00 am – 11.45 a.m.

Lunchtime: 11.45 a.m. – 12.45 a.m.

12.50 p.m. – 3.15 p.m.

Afternoon 12.15 pm – 3.15 pm

- (e) All children will work on the following subjects according to their age and ability – English, IT, Maths, Science, Technology, Geography, History, Art, Music, P.E. and R.E. In addition, PSHE. Some subjects will be related in a topic-based approach. Teaching will be given to whole classes, groups or individuals as is appropriate to the subject and class.
- (f) All complaints in the first instance should be made to the Head of the school. The arrangements for the consideration of complaints under

section 409 of the Education Reform Act in relation to the National Curriculum are outlined in the Complaints Procedure booklet which is available for inspection in the school. In addition parents can contact the Governing Body through the Chair or Parent Governors.

- (g) Any documents produced by school, the local authority and the DfE are available in school for any interested parent on request.

## **10. RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP POLICY**

The school's religious education will follow the guidelines of the LEA's Agreed Syllabus. Provision will be non-denominational and the daily act of worship will be broadly Christian. The school will make arrangements for parents to exercise their statutory right of withdrawal of their children from religious worship or religious instruction. If written request is received alternative provision will be made, for children to study their own chosen religion or engage in studies of a non-religious nature.

## **11. SPECIAL CURRICULAR ARRANGEMENTS**

All children will work in groups according to their stage of development. A teacher has been designated to give special help to children with learning difficulties.

### **Special Educational Needs and Disability Act 2001**

The name of the governor designated to have oversight of this aspect of the school's work are **Mrs V Bates**.

The name of the senior member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of pupils is

**Miss H Boughton**

The member of staff responsible for identifying and meeting the needs of the able, gifted and talented is **Miss H Boughton**

## **12. ORGANISATION OF EDUCATION**

Children are grouped in classes according to ages. Within classes, children may work in groups according to age, experience or ability. Children will be encouraged to undertake special assignments at home. All children will have regular homework.

A summary of policies can be found at this end of this prospectus.

## **13. PASTORAL CARE**

Liaison with the local police, health, social and road safety services is maintained. All staff will contribute towards the pastoral care of the children in the school.

- 14. NATIONAL CURRICULUM TESTS FOR 7 AND 11 YEAR OLDS will be administered at the appropriate time. A phonics screening check will also be carried out for children in Year 1.**

## **15. RATES OF AUTHORISED AND UNAUTHORISED ABSENCE**

Total number of pupils of compulsory school age on roll for at least one session from 01/09/2014 – 23/7/15 = 154

Percentage of days missed through authorised absence = 4.0%

Percentage of days missed through unauthorised absence = 1.4%

**16. SCHOOL DISCIPLINE**

**The School behaviour policy can be found on the website.**

**17. EXTRA CURRICULAR SOCIETIES AND ACTIVITIES**

School clubs are organised by the staff, parents and some children during the lunch break and after school. The type of activities will vary according to the expertise available, but may include sports, stories, computers, recorders, dancing and crafts.

**18. SCHOOL DRESS**

Governors request that all children dress at least in school colours. The school sells uniform items for parents who wish to buy school uniform, our colours are grey and red. Earrings may be studs only and no other jewellery may be worn. Jeans, trainers or make-up are not permitted.

**19. PUPIL ROUTES**

In the year 2015 pupils went to South Holderness, Newland School, Trinity House, Longcroft and Archbishop Sentamu Academy.

**20. CHARGING FOR SCHOOL ACTIVITIES**

Parents will be informed of the cost of any activities/visits taking place and asked to make voluntary contributions. No child will be excluded through their inability to pay. However, if funds are insufficient, the school reserves the right to cancel activities.

**21. SPORT**

Sport is played both in and out of school hours. Staff organise out of school practices and matches, arranging inter-school competitions and tournaments.

**22. DISCLAIMER**

The information given in this leaflet was valid in September 2014. It is possible that there could be changes affecting either the arrangements generally described in this leaflet or any particular part of them before the start of the school year 2014/15 or in the subsequent years. Parents wishing to contact the individual members of staff or governors named in this leaflet are advised to check the details with the school for any changes beforehand.

**23. DATE OF ISSUE**

Summer 2015

## **Summary of Policies**

### **Ethos and values**

The vision of Marfleet Primary School is to provide a firm foundation on which all aspects of education will be built. It is our belief that education is a route to spiritual, moral, social, cultural, physical and mental development and thus the well-being of the individual. We believe in equal opportunities for all the children in our school, irrespective of social background, culture, race, gender or ability.

### **Teaching and learning**

At Marfleet Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy rewarding lives.

### **Parental engagement**

Parental support is vital if positive behaviour and high quality learning is to flourish in school. Strong relationships and good, two way communications is critical when encouraging pupils to maintain a high quality learning atmosphere. Parents are welcome into the school and their views are valued.

### **Equalities**

The school aims apply to all pupils therefore equal opportunities must be offered to all, to enable those aims to be fulfilled. It is the responsibility of the school to ensure that all children regardless of gender, ability, race or social circumstances should make the greatest possible progress through the curriculum.

### **Special Educational Needs / Disabilities (SEND)**

It is our duty and our desire to ensure that the school aims apply to all children. Some children will need more help and different strategies to enable them access all aspects of school life; such is the challenge of teaching.

### **Community cohesion**

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. (Alan Johnson, Secretary of State for Education and Skills)

### **Looked after children (LAC)**

Marfleet Primary School is committed to providing quality provision based on equality of opportunity for all children and their families. All staff is committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

### **Behaviour**

Underlying principles of our behaviour policy are: emphasising positive reinforcement, leading by example – good adult role models, being consistent and fair with a policy common to all but which also allows children to be treated as individuals, dealing

firmly with unacceptable behaviour where adults always remain calm to deal with issues professionally and sensitively.

### **Attendance**

All children of compulsory school age have the right to an efficient full-time education, regardless of age, aptitude, ability and any special needs s/he may have. Regular school attendance is essential if a child is to make the most of the educational opportunity available to them. Marfleet Primary takes seriously its responsibility to monitor and promote the regular attendance of all its pupils. It acknowledges that irregular attendance seriously disrupts continuity of learning, undermines educational progress, can lead to underachievement and low attainment and impedes the child's ability to develop friendship groups within school.

### **School Uniform**

Our School Uniform is important to us. It is one way in which we identify ourselves as a school family and it promotes a strong, cohesive school identity which supports high standards and expectations in all areas of school life. It promotes harmony between different groups represented in the school as well as enhancing security.

### **AG&T**

Gifted and Talented pupils are those who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum than that appropriate for the large majority. Gifted students have the capacity for or demonstrate high levels of performance in academic areas, whilst talented pupils show ability through physical talents, performing ability, artistic ability, leadership ability or creativity. They may be good all round performers or high achievers in one specific area.

### **DATA PROTECTION ACT**

We are required by law to notify you of the current amendments to earlier information in relation to the data Protection Act – in respect of 'fair processing'.

Schools, Local Education Authorities (LEAs), the Department for Education and Skills (DfES), the government department which deals with education, the Qualifications and Curriculum Authority (QCA), Ofsted and the Learning and Skills Council (LSC) all process information on pupils in order to run the education system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LEAs, the DfES and to agencies, such as QCA, Ofsted and LSC, that are prescribed by law.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of

schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum test and assessments for Key Stages 1 to 3. The results of these are passed on to DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

**Ofsted** uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

The **Learning and Skills Council** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

The **Department for Education and Skills** (DfES) uses information about pupils for research and statistical purposes to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfES will feed back to LEAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school. The DfES will also provide Ofsted with pupil level data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progress; and to provide comprehensive information back to LEAs and learning institutions to support their day to day business. The DfES may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DfES may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school – the Headteacher, Marfleet Primary School, Marfleet Lane, HU9 5RJ
- Ofsted's Data Protection Officer at Alexandra House, 33, Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT
- The DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, London, SW1H 9NA