

*Tipton St John*

*Church of England Voluntary Aided*

*Primary School*

*School Prospectus*

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Tipton St John  
Church of England  
V.A.Primary School  
Tipton St John  
Sidmouth  
Devon  
EX10 OAG  
Tel: 01404 812943

*Dear Parent,*

*Welcome to Tipton St John Church of England Primary School!*

*Thank you for requesting information about our school. We hope you will choose to come and join us.*

*In our school we recognise and celebrate the uniqueness of every individual child. We aim to provide a happy, secure and stimulating environment in which children and adults enjoy learning, and together achieve the highest possible standards. As our school is small, everybody works hard to help new people settle and become part of our community.*

*The school has a strong Christian ethos and Christian values are promoted across the curriculum. As a community we regularly spend time looking at what it means to put into practice the values of 1 Corinthians 13: being patient, being kind, not being envious, not boasting, not being proud, not being rude or self-seeking, not being easily-angered and not keeping a record of wrongs, not delighting in evil, but rejoicing with the truth, always protecting, trusting, hoping and persevering.*

*This prospectus can give only a flavour of the school. Please come and visit us to find out if this is a community to which you and your child would like to belong.*

*Yours sincerely,*

*Penny Burnside(Mrs)  
Headteacher.*

# Our vision

Going for the best  
to honour God and  
inspire each other

# Introduction

## *Our School Prayer*

This is our school  
Let peace dwell here,  
Let the room be full of contentment,  
Let Love abide here,  
Love of one another,  
Love of mankind,  
Love of life itself,  
And the Love of God,  
Let us remember  
That as many hands build a house,  
So many hearts make a school.  
Amen.

## Governing Body as from 26.1.2010

Governor	Representing	Term of office ends
Mrs Penny Burnside	Headteacher	
Mr David Scott-Perry	Foundation (DBE)	14.9.2012
Mrs Janet Jenkins	Foundation (PCC)	19.1.2014
Mrs Pauline Belton	Foundation (DBE)	17.12.2010
Mrs Caroline Poultney	Foundation (PCC)	31.3.2013
Mr Malcolm Dick	Foundation (PCC)	31.1.2010
Mr Anthony Macgregor	Foundation (DBE)	31.08.2012
Rev Mark Ward	Ex Officio	
Mr Michael Tuckett	Teacher	24.2.2010
Mr Rod Crook	Local Authority	26.10.2013
Mrs Catherine Jenkins	Parent	8.5.2013
Vacant	Parent	

DBE – Diocesan Board of Education

PCC – Parochial Church

### Clerk to the Governors

Mrs Anne Brinton  
Tipton St John Primary School

### Parent Governors

The Governing Body is made up of the following sub-committees: Finance and Personnel, Curriculum, Premises and Resources. The Governors are responsible for the running of the school. They monitor the budget, have an input into curriculum matters, and ensure that the buildings are kept in good repair. The school budget share is run completely on Local Management System.

This is a Church of England Voluntary Aided School and as such the buildings are owned by the Church. As can be seen from the list of school governors the Church and Diocese appoint the majority of governors. The school is thus responsible to the Exeter Diocesan Board of Education. You may communicate with the board via:

**Alyson Sheldrake Director of Education  
Youth and Children's Work  
Diocesan Board of Education (CCYP)  
The Old Deanery  
The Cloisters  
EXETER  
EX1 1HS**

**Tel: 01392 294950**

The school is also supported by and responsible to Devon County Council

Director of Children & Young People's Services in Devon

Anne Whiteley

County Hall

Exeter

EX2 4QG

Tel: 01392 382000

Central Division

Bradninch Hall

Castle Street

Exeter

EX4 3PJ

Tel: 01392 383900

## Staff at Tipton St John Church of England Primary School

### Headteacher

Mrs Penny Burnside

### Teaching staff

Mrs Caroline King  
Mr Michael Tuckett  
Miss Ruth Ingrouille  
Miss Louise Brand  
Mrs Sionna O'Reilly  
Mrs Kay Smith

### Teaching Assistants

Mrs Karin Burgess  
Mrs Kate Lea  
Mrs Julie Feeney

### Lunchtime Supervisors

Mrs Julie Feeney  
Mrs Judy Reynolds  
Mrs Tracey Taylor  
Mrs Diana McKay

### Administrator

Mrs Fiona Griffiths

### Our Vicar

Revd Mark Ward

### Clerk to Governors

Mrs Anne Brinton

### Cook

Mrs Elizabeth Harrison-Doble

### Support Personnel

Pam Melville	Educational Psychologist
Michelle Perryman	School Nurse

## Our School

Our school is in the village of Tipton St. John next door to the church. It is situated on two sites divided by a road. The youngest children are based in the building on the lower site. The two older classes are based in the original main building which was refurbished in 1992. The school office is on the lower site. The village hall is used for PE, school lunches, extra-curricular music lessons and school productions.

The school site includes playgrounds and a large grassed area. Our gardening club takes responsibility for developing the grounds. Recent additions have included a willow dome and willow tunnels. We make regular use of the village facilities, the church, village hall, playing fields and the river as well as the village environment itself. We also take visits further afield to provide a variety of learning experiences. The school serves the village of Tipton St John and surrounding villages and rural area. In addition a number of children travel from outside the designated catchment area.

## The Foundation and Early History of the School

In 1843, in the fifth year of the reign of Queen Victoria, Tipton St John National School was opened under the auspices of Sarah Ireland. About 500 people lived in the village and prior to that date the teaching had been 'conducted in a poor cottage' and had been 'mainly supported by subscription of persons resident outside of the district'. The site for the building had been given by the Vicar of Ottery St Mary, the Revd. S.V. Cornish and £158.7s.11d had been raised towards the estimated total cost of £240.00. The Church of England National Society had donated £25.00 and the Honiton Board of Education £10.00. An application was made to the committee of the Council of Education (now the DfES) for the balance, since the population of Tipton at that time was very poor and there was no possibility of raising any money from this quarter.

When the school opened the infants were upstairs and the juniors on the ground floor but in 1890 the stairs and the upper floor were removed and an extension built on the back to house the infants. It was thanks to the Church of England that Tipton got its school. The Church has always been close to its school both physically and spiritually. It was entirely appropriate therefore that in 1953 the school took its present status of 'Voluntary Aided'. The school was completely re-furbished in 1992 with the upstairs being re-built. Following the refurbishment, the school increased to three classes. Increased numbers and additional funding permitted the creation of an Early Years base, with children in the Foundation Stage and Years 1 and 2 working together in the two lower site classrooms with two teachers and 2 part-time learning support assistants.

# **Our School Ethos**

## The Aims of Our School

At Tipton St John we aim to provide a learning environment which is happy, secure, exciting and well-ordered. We believe that each child is a gift from God and we celebrate their uniqueness at the same time as teaching and helping them to live as part of a community.

To achieve this we aim:

- ❖ to inspire children towards excellence, within the taught curriculum and beyond
- ❖ to ensure that the school is a place where children can explore and develop their interests, abilities and personalities
- ❖ to provide a variety of situations where children can develop the personal and social skills of independence, curiosity, self-confidence, self-respect, understanding of others and co-operation
- ❖ to provide an environment where each child feels secure and special
- ❖ to demonstrate Christian values in the way we live, teach and learn
- ❖ to provide rich learning experiences where children's thinking is challenged and where children achieve their best both within and beyond the requirements of the National Curriculum
- ❖ to create opportunities for children to experience awe and wonder
- ❖ to teach every child to consider the needs of others
- ❖ to teach each child to respect the religious, spiritual and moral values of others whilst considering their own attitudes, values and beliefs
- ❖ to work in partnership with the local community
- ❖ to foster an individual and shared responsibility for our heritage and environment and to encourage a sense of care and stewardship for all forms of life

## **Personal and Social Development**

Through our programme of Personal, Social and Health Education (PSHE), we aim:

- To provide opportunities, responsibilities and experiences which will prepare children for the adult world.
- To equip children with the skills and attitudes to engage successfully in the task of learning.
- To promote a positive sense of the self.
- To promote good relationships with others.
- To promote good attitudes towards others and an understanding of differences between people and their viewpoints.
- To provide opportunities to share and explore life experiences/emotions/ difficulties
- To equip children with knowledge about the world in which they live.
- To encourage reflection about beliefs, choices and values.
- To promote a healthy and safe lifestyle.

The major themes of Citizenship - Rules, Communities, Conflict, Making Choices and Responsibility - are taught as part of PSHE in the school.

## **Responsibility at Tipton**

The school at Tipton St John, embracing children and staff, families, governors, the church, the village and the local area, is privileged to be both a large community and a mini-society. Children are invited to take on a range of responsibilities - and the attendant workload - such as librarian, lunchtime telephone team member or lunchtime playleader. For these roles, applications have to be made and children undergo formal interviews with the Headteacher and governors. In order to join the Gardening Club, children are required to submit plans and state their vision for developing the school grounds.

## **Family Groups**

All children are assigned to a "Family Group". Each group is made up of children from all year-groups, from Reception to Year 6, with one or two members of staff. Meeting fortnightly, the groups play games and talk together. These groups provide a forum for discussion; decisions about improvements to the school often have their beginnings in our Family Groups. The groups enable children from across the school to get to know children outside their own immediate circle of friends. Older children "keep an eye out" for the little ones from their Family Group and the younger children come to realise that big children need looking-after too.

## **Behaviour**

Every child at our school is entitled to high quality learning and teaching experiences and to feel safe, secure and valued. Good behaviour and discipline are essential if effective teaching and learning are to take place.

In order to promote good behaviour and discipline

- We encourage independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Adults and children work together to develop rules which are understood and enforced by all people connected with the school - children, staff, parents, governors, students and other visitors.
- We work hard to create an atmosphere of mutual respect in which reflection, contrition and forgiveness are encouraged.

If problems occur, we employ a range of procedures including a verbal warning, removal of the child from the situation, loss of privilege time, and sending the child to the Headteacher. We are quick to inform parents.

# The Curriculum

## Our Curriculum Aims

At Tipton St John we aim to create an exciting and stimulating environment in which each child is encouraged to achieve their full potential. Alongside the fostering of good relationships we strive to encourage the development of responsibility, self-discipline and creative independent thinking.

The primary curriculum encourages the development of children intellectually, emotionally, socially and morally, and provides them with the basic skills they need for work and leisure.

In particular the curriculum is intended to:

- encourage children to widen their use of language in its written and spoken forms;
- help children develop mathematical and scientific skills and to apply them effectively;
- give children an understanding of the role of technology;
- give children an understanding of and interest in the history and geography of the environment in which they live and beyond;
- give children the skills, concepts and opportunity to express themselves through music, drama, and a variety of arts and crafts;
- help children develop their physical co-ordination, confidence and capability and to develop an awareness of the requisites for good health and fitness;
- help children develop a respect for other religious and moral values, and to begin to make decisions about their own religious and moral code;
- encourage a personal response to the purpose of life;
- provide experiences that lead to reflection and an opportunity to attribute meaning to experience.

## Our Approach to Teaching and Learning

Every child is entitled to high quality teaching and learning. We believe that every child should:

- derive satisfaction from a sense of achievement;
- develop interest and motivation in their work;
- have confidence in their ability to work at an appropriate level;
- receive a curriculum which is broad and balanced;
- have equality of access to the curriculum;
- experience a range of teaching methods;
- be involved in both integrated and subject-specific activities;
- work individually and as a member of a group;
- have their progress monitored and recorded;
- work with a number of adults; and
- experience lessons where there is a purposeful atmosphere and respect between adults and children.

We believe that children should have an increasing role in planning and organising their learning. We involve them in decision-making from a very early stage. All children are encouraged to evaluate their own work and suggest improvements.

Our teachers promote high expectations and they employ a range of teaching-styles. Teachers work together to plan high quality lessons enabling children to learn a range of skills, knowledge, concepts and attitudes.

We recognise the role of work carried out at home and we are very grateful for the support of parents and the community.

## Organisation of classes

The classes at Tipton are usually made up of at least two year-groups. They also contain a wide range of abilities. A range of different work is therefore covered, appropriate to the age, ability and developmental needs of the children in the class. Within each class teachers plan for and use a range of different groupings, sometimes setting according to ability, sometimes mixing the age-groups. We are currently looking at children's different preferred learning-styles and will be using these as another way of grouping children for some activities. Teachers assess each child's work carefully and base future planning on these assessments. As children usually spend two (or three) years in one class, teachers and children get to know one another well. Teachers are able to make quite detailed observations about children's progress which enable them to plan well-differentiated work.

Occasionally, where there are large year-groups, one year-group will have to be split between two classes. This is usually done according to birthdays, and parents are consulted as soon as we know this is likely to happen. The teachers concerned work very closely together to ensure consistency of planning and continuity for these children.

## **Subject-specialist teaching**

All our teachers are well-qualified and able to teach all National Curriculum subjects and Religious Education across the primary school age-range. We make use of particular staff expertise to provide some subject-specialist teaching, where appropriate, in order to promote the highest possible standards.

The curriculum information which follows represents core subject areas and those aspects which might be of particular interest to parents. Further details are available from school.

## **Special Educational Needs**

Every child is unique and their needs are special. Where a child's particular educational needs require extra support or specialised teaching, an Individual Education Plan (IEP) is drawn up by the classteacher and the Special Needs co-ordinator, in consultation with parents. Other professionals, such as the Speech Therapist, Educational Psychologist or School Nurse, might also be involved in advising and supporting. Parents are invited to regular meetings to review their child's progress. Our current Special Needs co-ordinator is Mrs Caroline King.

## **Gifted and Talented Children**

"Gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group" (DfEE). A child might show particular ability in one or more of the following areas: intellectual, artistic and creative, practical, physical, social, or they could be recognised as gifted or talented but might not be reaching their full potential.

As appropriate, the teachers provide differentiated activities and a range of support and resources for gifted and talented pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working. We encourage pupils to fulfil their full potential in those subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

Our co-ordinator for gifted and talented children is Mrs Penny Burnside.

## **English**

We follow the National Literacy Strategy and much of our English teaching takes place in the daily Literacy Hour. Teachers use a wide range of carefully-chosen books and other texts to demonstrate and teach children various reading strategies and writing styles. We emphasise the importance of speaking and listening: good oral work enhances children's understanding of language and of the way language can be used to communicate. We want children to:

- read and write with confidence, fluency and understanding;
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) and correct their own mistakes;

- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Additional reading and handwriting take place elsewhere in the timetable. Spelling, grammar, and handwriting are further developed in children's written work across the curriculum.

## **Mathematics**

We follow the National Numeracy Strategy and each class has a daily maths lesson. This involves direct teaching and interactive oral work, with an emphasis on mental calculation. There is whole class and small group teaching, with children working sometimes in pairs and individually. Within each class, all children will be engaged in mathematics with a common theme, with the work differentiated to meet the needs of the different abilities represented. We want children to:

- have a sense of the size of a number and where it fits into the number-system;
- know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- use what they know by heart to figure out answers mentally;
- calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;
- recognise when it is appropriate to use a calculator, and be able to do so effectively;
- makes sense of number problems, including non-routine problems, and recognise the operations needed to solve them;
- explain their methods and reasoning using correct mathematical terms;
- judge whether their answers are reasonable and have strategies for checking them where necessary;
- suggest suitable units for measuring, and make sensible estimates of measurements; and
- explain and make predictions from the numbers in graphs, diagrams, charts and tables.

## **Science**

Scientific activity is one of the ways in which we relate to our surroundings and everyday lives. Teachers provide learning situations where children are required to question, observe, predict, measure and find answers. Pupils are taught skills and shown how to use them. Our children are then able to extend their knowledge and understanding of materials, forces, our environment and living things, including themselves.

## **Information and Communication Technology**

All children, from Reception onwards, are taught to use computers. We do not have a computer suite as our school buildings have restricted space, but each classroom has computers and is linked to the internet. Children progress from basic word-processing, to e-mailing, to sophisticated publishing of their work. They use data-bases and control-technology devices as well as learning about graphical modelling and multi-media presentation.

## **Religious Education**

We follow the schemes of work and guidance produced by the Exeter Diocesan Board of Education. Our teaching of religious education reflects the Church of England foundation of the school, whilst taking into account appropriate information about teaching and practices of the principal religions represented in Britain. The six principal religions are Christianity, which is covered in depth, Buddhism, Hinduism, Islam, Judaism and Sikhism.

## **Act of Collective Worship**

This takes place each day for about 15 minutes. It is a valuable opportunity for the children and staff to meet, reflect and worship together. The content may include prayers, hymns, Bible readings, music, poetry and plays. Assemblies are led by the Headteacher, teachers, local clergy and other visitors. On alternate Thursdays, we worship together in church. Parents are welcome to join with us for these services.

We aim to involve all of our school community as far as possible in our collective worship, both in attendance and participation; this includes our children, our teaching and other staff, our parents, and, where possible, our governors. One of our main aims of collective worship at Tipton St John Church of England Primary School is for it to be meaningful and relevant for all pupils and staff, for those with a faith background and those with none. Parents have the right to withdraw their children from collective worship. As a school we encourage dialogue with parents, so that any concern about any activity is discussed to avoid misunderstanding and confusion. We therefore hope that parents will not feel that they have to withdraw their child from collective worship, as this breaks down the unity of the school.

## **French**

We provide specialist French teaching throughout the school and all children receive an average of 20 minutes of French per week. Although this is not yet a requirement in primary schools, we believe that the learning of a foreign language provides a valuable experience for children. Learning another language raises children's awareness of their multi-lingual and multi-cultural world and introduces an international dimension to their learning, giving them an insight into their own culture and those of others. Children develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English.

## **Cross- Curricular Issues**

Our school prides itself on its environmental awareness and responsibility. We also ensure that equal opportunities, social and cultural issues are addressed as well as the sense of belonging to the community of

Europe. Our health education programme ensures that by the time our children have completed Year Six they will have learned about the necessity of healthy eating and exercise, will have been taught the dangers of tobacco and drugs and will have followed our sex education programme.

## **Sex and Relationships Education (S.R.E.)**

This is a part of the PSHE programme and happens across the school to develop knowledge, skills and values. S.R.E. is about social relationships and how one cares for, loves and relates to others. It places teaching about sexual development and behaviour into this context.

The Foundation Governors control the content of the secular curriculum. The Governors allocate to the Headteacher the responsibility to organise and deliver Sex Education and to carry it out in accordance with the school's policy.

The Education Reform Act 1988 states that Sex Education is discretionary in primary schools. Parents may withdraw a child from Sex and Relationships Education where it is not a part of the science curriculum. Parents wishing to do so are asked to see the Headteacher. Parents are invited to view and discuss the information to be given to pupils. They are also informed of the date when their child will be taught specific sexual issues.

## **Homework**

All children receive homework tasks. These vary in length and complexity according to the age of the child, but even the youngest children will be given words to learn and simple number games to play. Each child is expected to take home a reading book each evening.

There are several purposes of homework which include:

- involving the family in a child's learning
- supporting work already done in school
- helping children to develop independent study skills
- allowing children more time and opportunity for individual research into areas of interest.

## **Extra-Curricular Activities**

We encourage children to develop interests through clubs arranged by school and other organisations. We recognise the importance of supporting pupils in their out-of-school activities and celebrating their successes. Some children have instrumental music tuition, for which there is a charge. From time to time we have a school band which provides opportunities for children who play an instrument to perform with others. As part of our curriculum music this year, every child in the school has started to learn the recorder. Swimming lessons are provided for children in Years 3 and 4 as part of the PE curriculum. We have a very keen gardening club. Recently we have run a choir, an art club, gardening club, an ICT club, KS1 hockey, multi-skills, netball, recorders and a sports club. Children have also participated in staff meetings.

## Assessment and Reporting to Parents

As teachers, we are constantly assessing children's progress as part of our teaching. We help children to recognise their achievements by the way we mark their work and talk with them and we encourage children to evaluate their own work and reflect on their own progress.

Formal assessment takes place shortly after a child joins the Reception class (Baseline assessment), during the school year of their 7<sup>th</sup> birthday (end of Key Stage 1 assessment, or SATs), and when they are 11 (end of Key Stage 2 assessments or SATs). These assessments form part of the child's school record which goes with the child when they move to secondary school.

You will receive a written report on your child's progress once a year. This report will refer to new skills, knowledge and understanding which your child has acquired and their next steps in learning. There will be an opportunity to discuss the report with the teachers.

Parents who are separated may both have a statutory right to be informed about their child's education. We will be pleased to send on any relevant information if we are given both parents' addresses.

There will be termly opportunities for a meeting with your child's classteacher to discuss progress. Parents are also welcome to come and see the teachers at any point during the term. We want parents to feel welcome to come into classrooms. We believe it is important for children to see parents and teachers working together in partnership. 8.50 – 9.00 and 3.20-3.30 are good times for a quick chat. Appointments can easily be made if you need to talk privately with a teacher.

# **General Information**

## School Intake

Tipton St John Church of England (VA) Primary School is a Voluntary Aided School and therefore the Governing Body are the admitting authority for the school.

- Planned admission number – 15
- Oversubscription criteria – see admissions policy below
- Points of entry – 2 points (January and September)
- Usual year of admission – Reception

All places at the school will need to be applied for and will be allocated under the primary co-ordinated admission scheme for Devon, details of which are available in the 'First Step' Primary Admissions booklet and online at [www.devon.gov.uk/admissionsonline](http://www.devon.gov.uk/admissionsonline).

The school accepts children (up to the published Planned Admission Number) between the ages of 4 and 11 living in the school's designated area whose parents, having read the school prospectus, wish their children to be educated at Tipton St John Church of England (V.A.) Primary School.

Children with fifth birthdays up to the end of March may start school in the September before they are five. Children with fifth birthdays from April 1st to 31st August may start school in the January before they are five.

- Parents may defer admission within an academic year. If you wish to do this you will need to discuss this with the Headteacher.

The Planned Admission Level for 2010 is set at 15 pupils. Where more parents have expressed a preference for Tipton St John Church of England Primary School than there are places in that year, the governing body will apply the following oversubscription criteria, in order, in deciding which children should be offered places:

- i. Children in Care.
- ii. Children living in the school's designated area with a sibling who will be attending the school at the time of admission.
- iii. Other children living in the school's designated area.
- iv. Children living outside the school's designated area but with a sibling who will be attending the school at the time of admission.
- v. Children of parents with an active Christian commitment. A supplementary application form will need to be completed. (These can be obtained from the school and should be returned to the school by the deadline for admission applications.)
- vi. Other children living outside the school's designated area.

(A child who has a statement of Special Educational Needs where the school is named on the statement will have precedence for a school place.)

If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school as a direct line from the entrance to the property to the nearest available official entrance to the school (that is, the shorter the distance, the higher the priority)

Priority may be given to the admission of a child for whom an exceptional medical or social justification is demonstrated by professional supporting evidence submitted to the school with the application. Such evidence could be a letter from a registered health professional such as a doctor or social worker and must set out why Tipton St John is the most suitable school and the difficulties for the child if they had to attend an alternative school. Requests for admission under this criterion will be considered by the Admissions Committee of the School's governing body. Requests that the committee consider do not demonstrate 'exceptional medical or social justification' will be dealt with alongside all other requests and parents retain their right of appeal.

The governing body has delegated the admissions procedure to the school admissions panel.

If a child is refused a place at the school, parents may appeal against the decision. They are advised to contact the school to discuss the appeal process, and also The Admissions Team, County Hall, Exeter, EX2 4QG 0845 155 1019 to discuss alternative school places which may be available. Appeals should be addressed to the clerk to the Independent Appeal Panel at County Hall.

Key Stage One class size legislation requires that there are no more than thirty pupils in a Reception class or Years 1 and 2. This is therefore a reason to refuse admission once the planned admission number has been reached for children in Key Stage One. There are separate criteria to decide at appeal whether the admission of a Reception, Year 1 or Year 2 pupil would breach this legislation.

## **New Entrants**

Children are admitted to the school twice a year. Those with birthdays from 1<sup>st</sup> September to 31<sup>st</sup> March are admitted to the school in the September before they are five, children with birthdays 1<sup>st</sup> April to 31<sup>st</sup> August are admitted in the January before they are five.

## **Home-Visits**

We have a programme of home-visits where the Reception classteacher may visit the child informally at home, shortly before they start school. These visits are optional but they are valuable in providing opportunities for the child to meet their teacher in familiar surroundings, and for parents to discuss any matters of concern.

## **"Starting School" Video**

We have made a video for children and parents to watch together before a child joins the Reception class. Much of the planning for the video was done by the children in Reception and Year 1, and it shows routines and favourite activities. Copies of the video may be borrowed from the school office.

## The School Day

School starts at 9 a.m. We ask children to arrive between 8.45 and 9.00. Parents with children in both buildings are asked to allow time for crossing the road, as this can be quite busy in the mornings. It is very important that children be in their classrooms, ready to start work, by 9 o'clock. Children should not be in school before 8.45a.m. as this makes supervision difficult for staff needing to prepare classrooms.

There is a mid-morning break. If the weather is fine, all the children play together on the lower site.

We have a lunch-break of one hour. The children eat their lunches in the Village Hall, next door to the school.

The youngest children often have a ten minute break during the afternoon.

Children in Foundation & Key Stage 1 (lower site) finish school at 3.15. Key Stage 2 (upper site) finish at 3.20.

<b>School Sessions</b>	
<u>Key Stage One</u>	<u>Key Stage Two</u>
9.00 - 10.30	9.00 -10.30
Break	Break
10.45 - 12.00	10.45 - 12.00
Lunch	Lunch
1.00 -3.15	1.00 - 3.20

## Organisation

Classes are currently organised as follows:

Foundation, Year 1 and Year 2	Mrs Burnside, Mrs King, Mrs O'Reilly & Miss Brand
Year 3 and Year 4	Miss Ingrouille
Year 5 and Year 6	Mr Tuckett

Children start the day in their own classroom and have most of their lessons there.

Teachers sometimes work together to "team-teach" a class or Key Stage, or they may take groups of children to work elsewhere in the school.

In a typical week, time spent on teaching is within the recommendations of the DCSF. In addition time is set aside for registration, a daily act of worship, lunchtime and break.

### **Lunch Times**

At present all children have lunch at school. Pupils may bring a packed lunch or have school lunches which come ready-cooked from St Nicholas' school canteen in Sidmouth. It is helpful if parents pay for these lunches in advance each Monday. If your child is absent you will be credited with the appropriate amount of money in the following week. Children should bring their lunch money in an envelope, labelled with their name, and put it in the relevant box in their classroom.

Parents who think they may be entitled to free school lunches for their child should complete a form obtainable from the school office.

### **Break**

Many children bring a light snack for break time. We encourage healthy eating so we ask you to provide fruit or savoury snacks. Please do not send sweets and chocolate bars.

## **Parents and the PTFA**

We encourage and value parental involvement in school. Parents help in a variety of ways, including running the Gardening Club and Choir, supervising cooking, accompanying school visits, working alongside children on the computer, reading with children, games sessions, and art and design activities. They help in other ways too, by donating scrap materials, helping with the grounds and DIY maintenance. We are always looking for support of this nature so if you would like to become involved please do not hesitate to contact us. We believe that partnership between home and school is vital. We can do so much to help your child to develop if we work together.

## **Parents, Teachers and Friends' Association**

Tipton St John has an active Parents, Teachers and Friends' Association and all Parents with children at the school are considered to be members. We also welcome other members of the community in our association. The PTFA work hard each year on a programme of fund raising and social events. They have regularly bought extra items for the school for which we are extremely grateful. The pinnacle of the fund raising year has traditionally been in December at the Christmas bazaar.

## School Finance

Our school is financed from these main sources:

### **The Annual LEA Delegated Budget**

The school governors oversee the allocation of this money with the day-to-day management delegated to the Headteacher. This budget is used to finance all staff salaries, rates, rents, cleaning, fuel, building decorations, consumable items, administration costs and learning resources.

### **Grant from DCSF requested from the Diocese**

Some repairs and all building costs are the responsibility of the Church of England who request 90% grant aid from the DCSF. The Governing Body is asked to find the remaining 10%.

### **PTFA**

Our PTFA raise about £1500 per year mainly for the purchases of "luxury" equipment for the school.

## Charging

The 1988 Education Reform Act introduced new provisions on charging for school activities. Under the Act, schools are unable to charge for the following:

- education wholly or mainly during school hours
- materials and ingredients for things made in school which children or parents do not want to keep.
- visits inside and outside school hours that are necessary for an examination.

Charges may be made for:

- music tuition that is not part of the National Curriculum
- board and lodging where a school activity involves a residential element
- the exact cost of optional extras not directly connected with the National Curriculum.

Some school activities and trips will only be possible if parents make a financial contribution. This can only be voluntary and parents will always be informed at the outset. Those in receipt of income support will be eligible for assistance.

## Insurance

There is no county or diocesan cover against injuries sustained at school. The governors encourage parents to obtain personal cover, details of which can be obtained from the office

## **Uniform**

We ask parents to send their children to school in uniform as this will help children to develop their sense of identity with the school. It also sets standards of neatness.

All clothing should be clearly marked with your child's/children's names. It is important that the correct clothing is worn for PE for health and safety reasons. The following can be bought from the school office: sweatshirts, polo-shirts, baseball caps and book-bags.

### **School Uniform**

#### **Winter**

grey pinafore dress, skirt or trousers  
school burgundy sweatshirt,  
white polo shirt or white blouse  
flat black shoes with grey or  
white socks or black tights.

#### **Summer**

as above or:  
grey shorts  
plain white polo-shirt  
blue and white dress.

Children should not wear trainers,  
pointed-heeled shoes or jewellery.  
Watches and ear studs are permitted.

#### **P.E. Kit**

black shorts  
black track-suit trousers -fitted rather than baggy  
school yellow polo-shirt  
trainers or plimsolls  
a change of socks  
drawstring P.E bag.

Year 3 and 4 children will be taken to Sidmouth Swimming Pool during the year for which they will need the appropriate kit and bag.

Our cloakroom space is very restricted. Please do not send your children with large sports bags.

## **Attendance**

We expect children to be at school each day and to arrive on time. Absence is authorised by the school when:

- a child is ill and the parent informs the school;
- the pupil has an appointment to visit a doctor or dentist for part of the day;
- the governors approve a formal request from parents/guardians to take their child away on an annual holiday (forms are available from the office);
- the pupil has to attend an interview or examination;
- the pupil attends an approved sporting fixture.

Parents are requested to telephone the school before 9.30 a.m. if their child is unwell. A note explaining the reason for the absence should be sent when the child returns to school.

## **Illness**

If your child is unwell or involved in an accident during the school day, we will make every effort to contact you. It is therefore very important that we have an emergency contact number.

We occasionally have children with health problems. If your child has an illness, disability or domestic problem that could affect his/her progress please inform the class teacher.

Should you wish your child to miss any aspects of the curriculum eg. swimming because of an illness, a letter will be required. If your child is likely to be absent for a long time, the class teacher will be happy to organise some work for your child to complete at home.

## **Asthma**

We have a specific asthma policy. Staff are well able to support asthmatic children in our school, but we ask for a regular update from parents.

## **Medicines**

Children should never bring medicines or tablets to school; inhalers are the exception. Parents should make arrangements to administer medication such as antibiotics to their children during the school day. With cases of long term treatment staff are willing to administer medicines on

receipt of a completed form from the parent.

## Complaints Procedure

Any complaints concerning the National Curriculum or any other aspect of school life should initially be taken to the Headteacher.

## STANDARD ASSESSMENT TESTS

Pupils in years 2 and 6 are required by law to take these tests. Pupils in Years 3, 4 and 5 are sometimes assessed at the end of the school year in English and Mathematics using Standard Assessment Tests for the appropriate year group. The results of these are used to support the teachers' assessment of the individual pupils. Headteachers of small schools have been concerned about the possibility of identifying individual children through the publication of results, and the Government has acknowledged that a small number of pupils in a year group does not give a true reflection of the standard of achievement across the whole school. The requirement is that Key Stage results are published where the number of eligible pupils is 10 or more.

### Key Stage 2 results

Summer 2005	15 children	
English	87% achieved level 4 or above	60% achieved level 5
Maths	100% achieved level 4 or above	40% achieved level 5
Science	100% achieved level 4 or above	80% achieved level 5

Summer 2006	15 children	
English	100% achieved level 4 or above	40% achieved level 5
Maths	73% achieved level 4 or above	40% achieved level 5
Science	100% achieved level 4 or above	67% achieved level 5

Summer 2007	18 children	
English	83% achieved level 4 or above	33% achieved level 5
Maths	94% achieved level 4 or above	28% achieved level 5
Science	94% achieved level 4 or above	61% achieved level 5

Summer 2008	14 children	
English	86% achieved level 4 or above	29% achieved level 5
Maths	93% achieved level 4 or above	43% achieved level 5
Science	100% achieved level 4 or above	79% achieved level 5

Summer 2009	16 children	
English	94% achieved level 4 or above	38% achieved level 5
Maths	88% achieved level 4 or above	38% achieved level 5
Science	100% achieved level 4 or above	75% achieved level 5

## Key Stage 1 results

Summer 2005	16 pupils Teacher Assessment	
Reading	76% achieved level 2 or above	13% achieved level 3
Writing	75% achieved level 2 or above	6% achieved level 3
Maths	88% achieved level 2 or above	6% achieved level 3

Summer 2006	16 pupils Teacher Assessment	
Reading	88% achieved level 2 or above	31% achieved level 3
Writing	69% achieved level 2 or above	6% achieved level 3
Maths	94% achieved level 2 or above	0% achieved level 3

Summer 2007	14 pupils Teacher Assessment	
Reading	100% achieved level 2 or above	14% achieved level 3
Writing	93% achieved level 2 or above	14% achieved level 3
Maths	100% achieved level 2 or above	21% achieved level 3

Summer 2008	14 pupils Teacher Assessment	
Reading	93% achieved level 2 or above	21% achieved level 3
Writing	93% achieved level 2 or above	14% achieved level 3
Maths	93% achieved level 2 or above	36% achieved level 3

Summer 2009	12 pupils Teacher Assessment	
Reading	100% achieved level 2 or above	50% achieved level 3
Writing	100% achieved level 2 or above	33% achieved level 3
Maths	100% achieved level 2 or above	58% achieved level 3

## **Authorised and Unauthorised Absence - 2008/09**

A morning and an afternoon count as 2 teaching sessions. The total number of teaching sessions for the year for an individual pupil was 378.

Authorised absence as a percentage of total possible sessions was 4.4%

Unauthorised absence as a percentage of total possible sessions was 0.1%

### **Tipton St John Church of England (V.A.) Primary School** **School Term & Holiday Dates**

#### **2009/2010**

##### **Autumn Term**

Wednesday 2<sup>nd</sup> September 2009 to Friday 18<sup>th</sup> December 2009

Half-term - Monday 26<sup>th</sup> October 2009 to Friday 30<sup>th</sup> October 2009

##### **Spring Term**

Wednesday 6<sup>th</sup> January 2010 to Wednesday 31<sup>st</sup> March 2010

Half-term - Monday 15<sup>th</sup> February 2010 to Friday 19<sup>th</sup> February 2010

##### **Summer Term**

Monday 19<sup>th</sup> April 2010 to Tuesday 20<sup>th</sup> July 2010

May Day - Monday 3<sup>rd</sup> May 2010

Half-term - Monday 31<sup>st</sup> May 2010 to Friday 4<sup>th</sup> June 2010

#### **2010/2011**

##### **Autumn Term**

Thursday 2<sup>nd</sup> September 2010 to Friday 17<sup>th</sup> December 2010

Half-term - Friday 22<sup>nd</sup> October 2010 to Monday 1<sup>st</sup> November 2010

##### **Spring Term**

Wednesday 5<sup>th</sup> January 2011 to Friday 8<sup>th</sup> April 2011

Half-term – Monday 21<sup>st</sup> February 2011 to Friday 25<sup>th</sup> February 2011

**Summer Term**

Wednesday 27<sup>th</sup> April 2011 to Friday 22<sup>nd</sup> July 2011

May Day – Monday 2<sup>nd</sup> May 2011

Half-term – Monday 30<sup>th</sup> May 2011 to Friday 3<sup>rd</sup> June 2011

**Tipton St John Church of England Primary School**  
**SUPPLEMENTARY FORM – ADMISSIONS 2009-2010**

**PART A**

Tipton St John Church of England Primary School is a Voluntary Aided school, which means the Governing Body is the Admitting Authority.

In the event of oversubscription, priority will be given to parents/carers or children who regularly attend Sunday services (at least monthly), at a Christian church. Please note that school services do not count towards monthly attendance. Please read our Admissions Policy for full details.

**Please only complete this form if you meet the above criteria.**

**Please complete Part A, and give this form to your Church Minister, who will complete Part B, and return it to Tipton St John Primary School.**

Please ask your minister to return this form to Tipton St John Primary School by the deadline for admission applications for the academic year 2009-2010.

**Details of child/children**

Surname:

First name/s:

Address:

Tel:

**Details of Church / Minister**

Name of Church:

Name of Minister:

Address of Minister:

Tel:

Which members of your family attend this Church at least monthly?

Signed:  
  
Relationship to child/children:

To be completed by the Church Minister

The parent/carer identified in Part A, has applied for a place at Tipton St John Church of England Primary School for the academic year 2009-2010. Please would you confirm that the stated family members regularly attend your church at least once per month, at a Sunday service.

I, .....(Name of Minister)  
confirm the family members stated in Part A,  
do attend.....(Name of Church)  
at least once per month at a Sunday service.

Please state the family's length of association with your church, nature of participation in church activities and any other information of significance or special interest:

Please return this form by the deadline for admission applications, either in person or by post to:

The Clerk to Governors  
Tipton St John Church of England Primary School

Tipton St John  
Sidmouth  
Devon  
EX10 0AG  
Tel: 01404 812943

Thank you for your help.