



# **CURRY RIVEL CHURCH OF ENGLAND VC PRIMARY SCHOOL**



**SCHOOL PROSPECTUS**

**2023 - 2024**

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## Welcome from the Head teacher and Chair of Governors

Dear Parents & Carers,

Curry Rivel Church of England Primary School is a six-class school set in beautiful grounds, located in the village of Curry Rivel, which is situated on a ridge above the Somerset levels. The school prides itself in its quality of care, high aspirations and a creative curriculum. Our inclusive Christian ethos enables all of our learners to develop and grow to be life-long learners and reach their full potential - both academically and personally. Our children are kind, polite and can be relied upon to try their best. The children are the stars! We work together to make everyone involved with our school feel valued as a member of an inclusive, lively and happy community. We hope that when your child joins us, you will feel welcome in the life of the school, because children prosper and thrive when their families and teachers work together in partnership. Working together, staff, children, parents, carers, governors and community, can provide the very best environment for your child's first school years.

We work constantly to develop and improve the school. We have an open-door policy and after your child has joined us as a pupil, I hope you will feel very free to contact us at any time if you have any concerns regarding your child's education or happiness here. Please do not hesitate to share your concerns with us as we are here to help! To share the ethos and sense of family which exists in our school please come and visit, and for those of you who don't know us yet please be assured that a warm welcome awaits you. We are proud of our school and both children and staff enjoy sharing 'our school' with visitors and friends.

**Yours sincerely,**

**Ali Pook, Head teacher**

Dear Parent and Carers,

As a parent to four school age children I know what an important decision choosing the right school for your child is. You want your child to have a memorable primary education, where they grow into inquisitive, confident respectful, experienced and enriched individuals; but most importantly be happy and feel safe and secure at school.

Here at Curry Rivel Primary School we encourage all our pupils across the school to "look out for each other" and show compassion to others. We pride ourselves on our older pupils being excellent role models to our younger children and this achieves a wonderful cohesive feel across the school. We are blessed with a team who strive to make learning exciting and engaging which allows pupils to flourish academically, emotionally and socially allowing them to succeed and believe in their abilities and themselves. We maintain a strong sense of community spirit enjoying regular church services and celebrating our Christian values.

The Governing Body, dedicated staff and the support of our parents working together ensures we allow each child to reach their full potential and that they are well equipped to cope with the next stage of their education.

**Sally Harvey, Chair of Governors**

## Our School Vision and Values

### 'Caring, Curious and Confident'

**'Healthy trees bearing good fruit' - Matthew 7 v 17**

At Curry Rivel Church of England Primary School we nurture our children to become 'Caring, Curious and Confident' young people. We have chosen a tree with its leaves and fruit to symbolise our vision and values. The tree represents the school, rooted to the village community and local area. The leaves, our 'Caring, Curious and Confident' children, and the fruit, our school's core Christian values.

Building on these core Christian values of **hope, thankfulness, forgiveness, courage and love** we care for each other and our world. We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum, inspiring and motivating everyone to thrive. Our core Christian values underpin our school, providing the best possible environment for these fruit to grow and ripen within our children and whole community.

#### **AIMS:**

**We aim for each child to be:**

#### **A caring person who:**

- 👉 shows respect and values others by being kind, generous, co-operative, tolerant, forgiving and thankful.
- 👉 carefully considers their behaviour and has the courage and skills to make good choices.
- 👉 respects and values their surroundings.

#### **A curious learner who:**

- 👉 has the skills to learn and is a creative thinker.
- 👉 has high expectations of themselves but knows they can learn from mistakes.
- 👉 experiences success - in academic, creative, social, practical and physical activities.

#### **A confident individual who:**

- 👉 is courageous, resourceful and responsible.
- 👉 celebrates their successes and those of others.
- 👉 takes pride in themselves, in their work, in their school and is thankful for the support they receive..

## Our School Site

We are very lucky to enjoy an extensive school site with a large playground, a range of climbing apparatus, a spacious playing field and an area for Outdoor Learning activities. The school buildings are a mix of the original Victorian design with modern extensions providing us with a range of great environments for learning. As well as the library at the heart of the school, we also have a spacious hall and quiet spaces for small group work.

On the same site is our nursery, Little Pips and the baby room, The Nest, serving families with children from the age of 3 months to 4 years old. We work closely together so that we can support families and ensure the best transition through the children's early years.

## Who's who in our school

### Staff

Mrs Ali Pook - Head teacher and designated safeguarding lead

Mrs Hannah van Cole - Senior Teacher and deputy designated safeguarding lead

Mrs Charlotte Monk- Special Educational Needs Coordinator and deputy designated safeguarding lead

### Teachers:

Mrs Zoe Davies-Evans

Miss Ashleigh Carnie

Mrs Theresa Avery

Mrs Hannah van Cole

Mrs Sarah Samuel

Mr Jack Bridgeman

Miss Fay Tucker

### Learning Assistants:

Mrs Emma Myhill, Mrs Lyndsey Ainsworth, Miss Ellie Godfrey, Mrs Paula Griffin, Mrs Donna Avery, Miss Chelsea Steele, Miss Kiersty Andrews, Miss Lisa Klimpke

**Higher Level Teaching Assistants:** Mrs Claire Shaw, Mrs Joanna Taylor, Miss Emily Langford

**Emotional Literacy Support Assistant (ELSA):** Miss Emily Langford

**Forest School Leader:** Miss Jo Hinds

**Administration:** Mrs Helen Davies (school business manager), Mrs Amanda Horsey, Mrs Sue Walsh

**Cleaners:** Ms Dawn Thomas, Mrs Kate Gaffney

**Caretaker:** Mr Rob Silver

**Kitchen:** Miss Kiersty Andrews, Mrs Debbie Elliot

**Lunchtime Supervisors:** Mrs Shirley Larcombe, Mrs Rachel Trott, Mrs Dee Long, Miss Lisa Klimpke

### Governors

<b>Chair:</b>	Mrs Charlene Hunsperger	Clerk to Governors: Mrs Ros Dempsey
<b>Governors:</b>	Mrs Lucy Hunt Mr Simon Gambrill Mr Brian Lippitt Rev Scott Patterson Mrs Ali Pook Mr Jack Bridgeman Mr Chris Hoare Mrs Sally Harvey	

At the time of publication, there is one governor vacancy (Foundation)

## Our Ambitious Curriculum

We aim for all our pupils to be 'Caring, Curious and Confident' learners. Our curriculum is a 'knowledge-rich' and 'sticky' curriculum, based on the teaching of core concepts and skills.

### WHAT IS A KNOWLEDGE-RICH APPROACH?

*'The accumulated wealth of human knowledge, and what we choose to pass on to the next generation through teaching in our schools (the curriculum), must be at the heart of education' (Amanda Spielman).*

Knowledge underpins and enables the application of skills. We strive for children to learn skills alongside knowledge, ensuring that both are developed. At Curry Rivel Church of England Primary School and Little Pips Nursery we see **knowledge** and **skills** as intertwined. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context.

We have looked at every curriculum area individually, as we recognise that each subject is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We are a six-class school and nursery, with mixed age classes. Due to demographic changes and unpredictable in-year admission numbers, our class structure is not guaranteed to be the same year after year. Therefore, we have sequenced the content of many of our subjects using 'rolling programmes' which ensure that whatever path a pupil takes through the school, the National Curriculum content is covered. More importantly, our curriculum is a 'spiral curriculum' in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity. School and Nursery plan together to ensure that there is connectedness and progression from Early Years into Reception and Year 1.

'**Substantive** knowledge' is carefully 'curated' and for some subjects into 'Knowledge Organisers'. **Skills** are progressive through the use of our **Skills Progression Overview** for each subject. We are also deepening our understanding of **disciplinary knowledge** for each subject so that concepts connected to the topic are revisited across the age ranges. By revisiting the concepts rather than the topics, we are able to embed knowledge and create connections with prior understanding, therefore making the learning 'sticky'.

High expectations and 'Cultural Capital'\* is gained by:

- Using **high quality literature and texts** across the curriculum.
- Valuing '**oracy**' and teaching high-level **vocabulary**.
- Using '**authentic**' high quality resources.
- Making links to '**Primary Futures**' which shows children how what they are learning at school can lead to an interesting, exciting future, job or career.



**\*Cultural capital** is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

## WHAT IS A STICKY CURRICULUM? 'KNOWING MORE AND REMEMBERING MORE'

*'Learning is defined as an alteration in long term memory. If nothing has been altered in long-term memory-nothing has been learned' - Sweller et al.*

Sticky knowledge (or generative knowledge) is effectively knowledge that will stay with us forever. In other words, an alteration has happened to our long-term memory. Staff are developing their knowledge of Cognitive Learning Theory/Meta-Cognition and the application of this in the classroom. This will improve our own understanding of how children learn and the best approaches we can take to improve their capacity to take on new facts and skills both in the short and long-term memory. Within our curriculum, we are developing this sticky knowledge by:

- Building opportunities for retrieval practice within the topic E.g Through low stakes mini-quizzes, use of flash cards, multiple choice questions or short 'Q and A' activities.
- Using 'Flashbacks' to retrieve knowledge and skills from last week, last term and last year.
- Using knowledge organisers.
- Integrating new knowledge into larger key concepts.

We teach 13 subjects across the school: English, Maths, Science, Physical Education, Religious Education, Computing, Geography, History, Music, Art, Design Technology, Personal Social Health and Economic Education (PSHE) and French (Key Stage 2 only). Find out more on our website:

[http://www.curryrivelpprimary.co.uk/web/curriculum\\_overview/515683](http://www.curryrivelpprimary.co.uk/web/curriculum_overview/515683)

## Special Educational Needs

At Curry Rivel Primary School, we are committed to giving every child the opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of every one in our school. Every teacher is a teacher of every pupil, including those with Special Educational Needs and Disabilities (SEND). We respect the unique contribution which every individual can make to our school community.

**We outline our SEND provision in our SEND Policy (on our website) which aims to:**

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure equality of provision for pupils with SEND
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential

- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

### **Definitions of SEN and Disability (SEND)**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

### **Identification, Assessment and Provision**

Special Educational Needs is a whole school responsibility. In addition to the Governing Body, the Headteacher, SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. All teaching staff are involved in a cycle of assessing, planning, doing and reviewing, which takes account of the wide range of abilities, aptitudes and interests of children. For those children whose attainment fall significantly outside of the expected range may have special educational needs. Provision will in line with the Somerset Core Standards using the cycle of Assess, Plan, Do, Review.

### **SEND Support**

The triggers for SEND support will be concern about a child, who despite receiving Quality First Teaching differentiated learning opportunities still make limited or no progress even when teaching approaches are specifically targeted for the child. A child may have difficulties in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Sensory and Physical
- Social, Emotional and Mental Health

Support for these needs will vary and we always work with parents when putting into place additional provision.



## Homework Policy

We believe that regular homework can make an important contribution to children's progress at school. It supports the work they do in class, reinforces skills and understanding, and it promotes partnership between parents and the school. Homework is published on our on-line learning platforms ('Tapestry' and 'Google Classroom')

One key area that benefits hugely from input at home is daily reading. The time spent enjoying a book together really impacts on all areas of your child's learning and gives them an essential skill.

### Overview:

<b>Pippin Class (Reception/Year 1)</b>	<ul style="list-style-type: none"><li>• Regular reading (Minimum 4 times a week)</li><li>• Occasional asks set by the teacher on 'Tapestry' linked to the EYFS curriculum.</li><li>• Phonics on Spelling Shed</li></ul>
<b>Maigold Class (Year 1/2)</b>	<ul style="list-style-type: none"><li>• Regular reading (Minimum 4 times a week)</li><li>• Daily reading</li><li>• Phonics on Spelling Shed. Spellings on Spelling Shed (Year 2)</li><li>• Times Table Rockstars (Year 2 From Summer Term)</li></ul>
<b>Gala Class (Year 2/3)</b>	<ul style="list-style-type: none"><li>• Regular reading (Minimum 4 times a week)</li><li>• Daily reading</li><li>• Spellings on Spelling Shed</li><li>• Times Table Rockstars</li></ul>
<b>Discovery Class (Year 3/4)</b>	<ul style="list-style-type: none"><li>• Regular reading (Minimum 4 times a week)</li><li>• Daily reading</li><li>• Spellings on Spelling Shed</li><li>• Times Table Rockstars</li></ul>
<b>Camelot Class (Year 4/5)</b>	<ul style="list-style-type: none"><li>• Regular reading (Minimum 4 times a week)</li><li>• Daily reading</li><li>• Spellings on Spelling Shed</li><li>• Times Table Rockstars</li></ul>
<b>Blenheim Class (Year 6)</b>	<ul style="list-style-type: none"><li>• Regular reading (Minimum 4 times a week)</li><li>• Daily reading</li><li>• Spellings on Spelling Shed</li><li>• Times Table Rockstars</li><li>• Revision for SATs (From January)</li></ul>

## Behaviour Principles

The Governors at Curry Rivel Church of England Primary School recognise the importance of positive behaviour as a necessary pre-requisite to effective teaching, learning and enjoyment whilst at school and this is based on the following principles:

- All children, staff and visitors have the right to feel safe in school at all times.
- Curry Rivel Primary school is an inclusive school, and all children, staff and visitors should be free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- All children have the right to feel, valued listened to and respected, and to be able to learn free from the disruption of others.
- All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by adopting a 'relational approach' which is informed by strong evidence regarding the importance of adult-pupil relationships on academic achievement, mental health, wellbeing and behaviour.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Our behaviour policy is rooted in our core values and is understood by children, staff and parents.
- Rewards and consequences are used consistently by staff, in line with the behaviour policy. It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Consequences however should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Consequences should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

- The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items) and to use reasonable force (make physical contact with children).

This written statement, and the policies that are influenced by it, apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

## Our Collective Worship and Church Liaison

Because of our status as a Church of England school, we take our Christian ethos seriously. Following the teaching of Jesus in John (chapter 10 verse 10) that he '*came that they may have life, and have it abundantly*', we work hard to root our overall approach to life and learning in Christian principles and to give the children a real understanding of the Christian faith. This includes regular Collective Worship, both in school and in St. Andrew's Church, as well as end-of-term services in the church. We also have occasional special teaching days on themes such as Easter, Pentecost, or prayer, and frequent visits from leaders of the C of E, Baptist and URC churches. Children are encouraged to ask questions and explore matters of faith for themselves. The local churches run a Messy Church several times a year after school (at weekends) In September 2017 the school was given a 'Good' rating by a SIAMs inspector (Statutory Inspection of Anglican and Methodist Schools) and we aim to build on this foundation.

### Withdrawal from Collective Worship

All parents have the right to withdraw their child from the school's daily act of worship. Any parent wishing to withdraw their child should make a written request to the headteacher.

## Home School Liaison

For each child to flourish, the parents or carers and all staff need to work closely together. Parents' evenings enable discussion about your child's progress. If there are queries or concerns at any other time, we ask parents to come in or contact us to arrange to meet the class teacher or headteacher. As well as the face-to-face discussions, a written report on your child's progress and attitude to learning is sent home to all parents during the summer term to summarise each child's progress, strengths and areas for further development.

Parents are kept well informed about school events through weekly updates via email, letters from the class teacher or the school website. Our school has a Facebook page which all parents are invited to join once their child has started in the school- these are used to remind everyone of events and requests. For individual comments or queries, parents and carers are asked to contact the school directly. The school's website has information about each class's curriculum, homework, policies, dates for the term and more.

We welcome any requests to speak to the class teacher or the headteacher. At the start of the day, the teachers will greet the children in the playground and it is possible to pass on a quick message to them. For a longer chat, please email the school office to arrange contact with the class teacher.

## School times

8.35 am: Front gates open  
8.40 am: Bell goes and children come into their classes  
8.45 am: Start of the school day- Registration  
9.00 am: Session 1  
**10.30 am: Playtime**  
10.45 am: Session 2  
**12.15 pm: Lunch time begins (12:00 for Reception and Y1 pupils)**  
1.00 pm: Session 3  
1.30: Collective worship  
2.00: Session 4  
3.15pm: End of school day

## Food in School

### Lunches

There are freshly prepared hot meals from our excellent local caterers, Figs, provided every day of the week. The menu choices include hot meals (including a vegetarian option) and a sandwich option, and there is plenty of choice and provision for any specific dietary requirements. We encourage every child to try the school lunches when they start school as eating together helps children to try new foods, develop their skills with cutlery and give them a nutritious meal to keep them going through the afternoon. Children who are not in receipt of a universal school meal (eg are in KS2 and not Pupil Premium) will be required to pay for the meal 10 days in advance. If you decide your child does not want a cooked lunch, you will need to provide a packed lunch. We ask that this does not include sweets and is nutritionally balanced.

### Morning Break

All children in Key Stage 1 classes are provided with a piece of fruit or vegetables at break time. Children can also bring in a mid-morning snack to be eaten at playtime. This should be either fruit, a savoury sandwich or similar. We do not allow sweets, chocolate bars or cereal bars, etc.

We encourage children to drink water during the day. Children are allowed to bring in a named water bottle, filled with water only, which will be refilled as necessary.

## School Uniform

A uniform creates a sense of belonging and shows pride in our school and our commitment to a shared vision, value and ethos. It helps to promote a positive and professional work ethic and encourages a focus on learning. It promotes equality of opportunity and protects our students from social pressures to dress in a particular way. It nurtures school cohesion and promotes positive behaviour. We expect all children to wear our school uniform and we ask parents to assist us in maintaining standards in this important aspect of school life.

UNIFORM	
Polo Shirt	School purple polo shirt or school white polo shirt
Jumper/Cardigan	School purple jumper or school purple cardigan
Trousers	Black or grey trousers or shorts
Skirts	Black or grey skirt/pinafore dress/culottes Purple gingham summer dress (optional)

Shoes	Black flat shoes or ankle/mid-calf flat school boots (No slip on ballet pumps please). Please ensure that shoes are comfortable for running, playing and physical activities.
Socks	Black, grey or white socks/tights
Jewellery	If your child has pierced ears then small studs may be worn. Watches may be worn at the owner's risk. (Please no smart watches).
Hair	The school does not allow extremes of hair fashion. i.e no lines or patterns or obvious dyeing of hair. Long hair must be tied back.
<b>PE KITS (To be worn on PE days)</b>	
Shirt	School purple PE T-shirt
Shorts	Plain black shorts or plain black jogging bottoms (No logos)
Trainers	Sports trainers or daps
Jumper/Cardigan	School purple jumper or school cardigan (No hoodies or branded PE tops)
Jewellery	Earrings and watches must be removed for all PE lessons. If ears are recently pierced, they will be taped for safety.
Hair	Long hair must be tied back.

Items can be ordered via:

<https://www.brigade.uk.com/parents/school/CU4572PD/>

Preloved uniform is also available from the PTA. Please email: CurryrivetPTA@outlook.com for further details.

Book bags are also available at school. Please ensure that all clothing is clearly named so that we can return clothes that are found and also to help the children when they are changing. Also, especially when your child is young, velcro or elastic on shoes is much easier for them rather than laces. We also ask that every child has a waterproof coat every day of the year so that they are properly dressed for outside play.

**All items must be labelled with your child's name.**

## Health in School

At the start of your child's schooling and at the start of each new academic year, we will ask you to inform us of any medical condition which may restrict your child's ability to take part in certain school activities (e.g. epilepsy, diabetes, heart problems, asthma, allergies).

### Medicines

If a child has medication prescribed by the doctor which has to be taken during school hours, please notify the office staff. Parents may be asked to visit to administer the medication themselves or alternatively, parents are requested to fill out a form giving full details. This includes ointments and headache drugs. If your child has been prescribed an inhaler, we ask



that we have a spare in school so that we are confident that it can always be found in an emergency. Call in if you have any queries on this.

Unfortunately, like all schools, we occasionally discover headlice amongst the children. If headlice are discovered on your child's hair or on someone in their class, you will be informed and asked to check the hair of the whole family. We have leaflets in school which give information about the best way of dealing with this common problem.

### **Illness during school time**

Any child who is taken ill during the day, or who suffers a minor accident, will be cared for by our school first aiders. Parents will be contacted immediately if we feel the child should be sent home or requires further treatment. In an extreme situation, your child will be taken to the hospital if immediate attention is required. We will contact you and arrange to meet you at the hospital.



Our policy is to inform parents of any bump to the head as this can cause difficulties later on in the day. Your child will also be given a 'bump' note as a reminder.

It is essential that you keep the school informed of your current address and telephone number. Please also supply a daytime number if you are working, a mobile number or a contact number of someone who can care for your child in your absence.

### **Attendance**

A child with poor school attendance misses key learning and makes less progress over the year. The absences also impact on their friendships and confidence. We are required by law to monitor and report on the level of school attendance. When a child's attendance goes below 94% without a specific cause such as illness, we will ask parents/carers to come in so that we can together to improve the situation. Obviously, if a child is absent due to being poorly, then it is unavoidable and it is for the child's benefit to be at home.

The headteacher cannot grant authorised absence for holidays except in the most exceptional circumstances e.g. forces staff returning from service abroad; the Police, Fire Service or other emergency staff being told when they can or cannot take leave; a wedding or funeral of a close member of the family. If you want more information on this or to request a holiday, please ask in the office.

If your child needs a medical appointment which cannot be booked out of school time, please give the details to the office. If your child is away because they are poorly, it is important that you either send a written signed message or telephone the school office by 9.00 am. If we do not hear from you, we will try to contact you to ensure that your child is safe. If we do not know the reason for an absence, it will be recorded as unauthorised.

### **Wrap Around Care - Apple Trees**

Apple Trees is a breakfast club and after school club open to all children in Reception year to Year 6 from Curry Rivel school based in the school hall.

To book a place please contact apple trees on [appletrees@curryrivel.somerset.sch.uk](mailto:appletrees@curryrivel.somerset.sch.uk)

#### **Breakfast Club**

7.45am - 8.45am

£5.00 / £5.25\* per child



## After School Club

Session 1 3.15pm – 4.30pm £5.00 / £5.25\* per child

Session 2 4.30pm – 5.30pm £5.00 / £5.25\* per child

## Out of School All Day

7.45am – 8.45 am and 3.15pm – 5.30pm £14.00 / £15.00\* per child

\* lower rate for sessions booked half-termly in advance, higher rate for ad-hoc bookings

**Breakfast Club:** Breakfast club is an informal session running from 7.45am to 8.45am in the school hall where the children will enjoy a healthy breakfast which consists of a bowl of cereal with semi-skimmed milk, and up to 2 slices of toast with spread, jam or thinly spread honey. There is also a small glass of semi-skimmed milk or unlimited water to drink. Cereals on offer will include a selection of whole-wheat cereals, cornflakes and rice-based cereals. We have been advised that we should not regularly serve cereal that is coated or flavoured with sugar, chocolate or cocoa powder. Yoghurt and fruit will also be available. Breakfast will not be served after 8.15am. Once the children have eaten their breakfast, there is the opportunity for the children to engage in quiet activities such as chatting, drawing, colouring, reading, Lego etc.

**After School Club:** After school club runs from 3.15pm – 4.30pm and 4.30pm – 5.30pm. During the session children will receive a light snack and drink that will include toast, cereals, fruit and a cold drink. Children will be engaged in a range of activities and games which will sometimes be themed based. A quiet area is also available which may be appropriate for doing homework. All normal school rules will apply in the extended schools provision.

## After School Activities

The school runs a wide variety of after-school clubs such as craft, athletics, Spanish, football and netball. Inter-school competitions are also widely attended throughout the year for KS2 children. The club diary changes each term to encourage all children to take part and details are given in the weekly newsletters.

## Concerns or Complaints

We would ask you to come into school whenever you have a concern regarding your child so that we can discuss the matter and hopefully resolve it at an early stage. In the first instance, you may want to talk over a concern with the class teacher. The headteacher is also keen to know if you have any worries and is happy to talk in person or over the phone if that is easier.

If you have a formal complaint to make, it should normally be made to the headteacher. However, if the complaint cannot be resolved with the headteacher, the parent should submit his/her complaint in writing to the Clerk of the Governors. The Clerk will acknowledge receipt of the complaint and inform the Governing body. If the Governing Body cannot resolve the matter, then the complaint is referred in writing to the Secretary of State who will address the issue as appropriate.

You will find further details in our Concerns leaflet or Complaints Policy which are published on the school's website.

## School Charging Policy

In general, no charge will be made for education during school hours. We do however believe that school trips, visits and practical activities really enhance the pupils' learning and broaden their knowledge and experience. These are undertaken with the voluntary contributions of parents. We will ensure that no pupil will be excluded from an activity because his or her parents/carers cannot or will not make a voluntary contribution. Unfortunately though, if large numbers of parents/carers fail to contribute, then the viability of such an activity will be jeopardised. The opportunity to pay in instalments for larger payments, such as for residential trips, will be offered to parents and carers who wish to pay in this way. Please see the Charging Policy on the website for further details.

## Privacy Notice\*

\*A full version of the school's privacy notice can be found on the school's website

### Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs A Pook, Headteacher at Curry Rivel Primary School. Tel 01458 251404 Email: [curryrivelpriamary@educ.somerset.gov.uk](mailto:curryrivelpriamary@educ.somerset.gov.uk)

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

If you would like to discuss anything in the school's privacy notice, please contact: Amy Brittan, School Development Officer, Somerset LA - [dposchools@somerset.gov.uk](mailto:dposchools@somerset.gov.uk)

## Safeguarding Statement

The Governors and staff of Curry Rivel Primary School take seriously their responsibility to promote the safeguarding and welfare of all children entrusted to our care. The Designated Safeguarding Lead is Mrs Ali Pook, the Headteacher and the Deputy Designated Safeguarding Leads are Mrs Hannah van Cole and Mrs Charlotte Monk. As part of our school ethos and with regard to all legal statutes, we are committed to:

- providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to
- providing suitable support and guidance so that children feel confident to approach appropriate adults
- working with parents to ensure the welfare of all children which may involve other agencies
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication

All appointments, including the vetting of volunteers, are subject to statutory safeguarding procedures.

## Policies

You can find all our school policies on our website, including our Accessibility Policy:

[http://www.curryrivelpriamary.co.uk/web/policies\\_inspections\\_and\\_performance/92207](http://www.curryrivelpriamary.co.uk/web/policies_inspections_and_performance/92207)

You may request paper copies of any of our policies.

## And finally...

In this prospectus, we have tried to cover most of the information that you may need when your child is joining our school. Do feel free to call in or telephone if you have any queries. We look forward to you joining our school community.

## Contact details

Curry Rivel C of E Primary School,  
Church Street  
Curry Rivel  
Langport  
Somerset  
TA10 0HD

Telephone: 01458 251404

E-mail: [office@curryrivelpriamary.somerset.sch.uk](mailto:office@curryrivelpriamary.somerset.sch.uk)

Website: <http://www.curryrivelpriamary.co.uk>

If you want to see us in action, follow us on our Facebook page

[Facebook page\(@CurryRivelPrimarySchool\).](#)

