



Deer Park Primary School
New Road
Wingerworth
Chesterfield
Derbyshire
S42 6TD

Headteacher : Mr. T.G. Soar
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e-mail : info@deerpark.derbyshire.sch.uk
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Dear Parents

On behalf of all the staff may I welcome you and your child to Deer Park School. I hope that the years ahead will be happy, interesting and informative, and that whilst pupils are with us they will acquire a set of values that will help them to lead full lives in the future.

This booklet has been written to tell you something about the school and the way it works. I hope it answers many of the questions you would wish to ask and that it will help us work together for the benefit of your child or children.

The aims of the school are listed on page 10 and as you will see the acquisition of basic skills are of prime importance to us. If we are to succeed in this, we must provide a secure and stable environment in which children behave sensibly and endeavour to do their best at all times. The atmosphere within the school is friendly and caring, but this must rest within a framework of quiet but firm discipline. We have a structured approach to all academic subjects and this should result in the gradual development of education concepts, the acquisition of intellectual, social and manipulative skills, and the buildup of a store of factual knowledge.

If ever you should have any anxieties or worries about your child's school work, either the class teacher or I will be willing to discuss these with you at a suitable time.

Yours sincerely

Tim Soar

Mr T.G. Soar
Headteacher



BACKGROUND

Deer Park Primary School was officially opened on 9th July 1960, to replace the Wingerworth Village Council School. In September 1965 an extension block was built following a steady rise in the numbers of pupils on roll and in 1966 and 1967 the terrapin classrooms were added as numbers continued to rise. In 1999 the wooden terrapins were demolished and replaced by a new block containing four permanent classrooms and an entrance hall.

Today the main school building has seven large classrooms, a library, staff room, music room, hall/dining area, a kitchen, secretary's office and Headteacher's office. The school has two hard play areas (infant and junior) and a field which is used for soccer during winter and a general games area during the summer.

As it is a primary school, Deer Park accommodates children between the ages of 5 - 11 years.



ADMINISTRATION

The school is administered by the Local Authority (LA) which is part of Derbyshire County Council. The County is divided into areas, our area being North East Derbyshire, Chesterfield and Bolsover, with its administrative offices in Chesterfield and Matlock.

The Area Education Office is at:

St Helena Centre
Sheffield Road
Chesterfield
Tel: (01246) 204851

The Governors and Headteacher of the school are responsible for the organisation, curriculum, discipline and internal management of the school.

The School Governors are responsible, through the Headteacher, for the general well being of the school. They have periodical inspections of the school and report on its condition. The Headteacher presents a termly report on all aspects of school life to the Governors. The School Governors are also responsible for the appointment of the Headteacher and staff.



General Information

ABSENCE

If a child is absent from school it would be helpful if the parent would telephone us to explain why. If this is not possible an explanatory note should be sent when the child returns to school.

ACCIDENTS

We do take precautions to prevent accidents occurring but occasionally they do happen. If a child sustains more than cuts or bruises, First Aid is given in school and the parents are contacted. If a visit to the hospital is required we endeavour to provide transport if staff are available. We are required to keep a register of emergency information for each child, and all parents should complete the relevant card when the child begins school.



ADMISSIONS

Applications for places at the school are made via the Local Authority

St Helena Centre
Sheffield Road
Chesterfield
Tel: (01246) 204851

All children start school in the September of the academic year in which their fifth birthday occurs. In the autumn prior to your child starting school the following September, application forms are distributed via local pre-schools or applications can be made online. These are processed and parents are notified of the place offered to their child in the following spring. Currently places are allocated with priority given to those children who already have siblings at the school. Proximity to the school is the second factor applied. If parents wish to arrange a visit to school prior to their child starting, please contact the school office.

CHILD PROTECTION

Parents should be aware that the school is required to take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the Headteacher is obliged to follow the Child Protection procedures established by the Derbyshire Area Safeguarding Committee and inform the Social Services of the concern.

The school's safeguarding co-ordinator is Mr Soar (Headteacher).



COMPLAINTS

If you should ever have cause to feel very concerned or angry about something alleged to have happened at school, the first person you should contact is the Headteacher, or in his absence, the Deputy Headteacher. Please do not interrupt the work of your child's class and do not detain the teacher in the corridor or classroom before school. If you have any complaints against the school, or an individual within it, then the best place to discuss anything of this nature is in the Headteacher's room. Your complaint will be listened to, looked into, and acted upon if found justifiable. Fortunately this does not happen very often but when it does the subject is best brought out into the open so that appropriate steps may be taken to remedy the situation.

If something does occur at school which causes you to become indignant then listen carefully to what your child has to say, but please do not take sides until you have heard the other side of the story and there is usually another side. A child usually presents only the best side of his/her story through fear or misguided loyalty and in coming to school with an open mind and the sense of fair play, you are helping your child to become more mature, see the justness of society, and how adults should behave. If after discussing the problem with the Headteacher you are still not satisfied, then there are channels open to you, through which you can take your case further if you so wish.

GAMES & PHYSICAL EDUCATION

All the children are expected and encouraged to participate in physical education and games lessons, unless there is a medical reason why they should not do so. Ear-rings may not be worn during such lessons and girls who have pierced ears must have an authorisation form completed by their parents before they may join in such lessons. We ask you to provide plimsolls, shorts and a blouse or tee-shirt for these lessons. This kit should be named and kept in a PE bag made from a fabric material.

In the junior department opportunities are given for children to play football, cricket, netball, rounders, athletics and tennis. When children are in Year 3 and 4 they are taken swimming as part of the PE curriculum. Boys and girls may participate in any of these sports. The school enters teams in local competitions of football, netball, tennis, athletics and swimming.



HOURS

School begins at 8.55am and all pupils should arrive between 8.45am and 8.55am. (We cannot provide supervision for pupils who are on the premises before 8.45am and any pupil on the premises before this time is at risk). The lunch break for infants is from 11.50 to 12.55 and for juniors is from 12.10 to 1.15pm. School closes at 3.20pm. Children in Reception Class are allowed out a few minutes earlier than 3.20pm if a parent is waiting at the gate to collect them.

HOLIDAYS

Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Holidays are not considered to be an exceptional circumstance. Please refer to the school attendance policy to be found on the school website.

ILLNESS

If children are ill or sick we ask you keep them at home as we do not have the staff or facilities to care for them if they feel unwell at school. Children who become ill during the day are usually sent home as a class cannot work properly if the teacher is spending most of her time consoling someone who is obviously not well.

MEALS

Infant children are offered a free school meal or may bring sandwiches. Junior children may either purchase a school meal or bring sandwiches. Sandwich children must bring a drink. Glass bottles and traditional thermos flasks are not allowed for safety reasons. Dinner money should be brought to school on Monday morning in a named purse or envelope. **Please do not send loose money to school or use envelopes which are not completely secure.**

If children wish to change from school dinners to sandwiches (or vice versa) the school requires two weeks notice.

FREE MEALS Families receiving income support may apply for free meals. Application forms may be obtained from school.

MEDICAL EXAMINATIONS

Children's hearing and vision are tested during their first year at school and height and weight are also measured. If parents have any concerns, health interviews are arranged. Hearing tests are carried out periodically, and the School Doctor visits to see pupils who are known to have an ongoing medical condition.



ORGANISATION

At present the school has some 340 pupils on roll. These pupils are divided by age into eleven classes of approximately 30 children per class. The number of classes is determined by the budget allocated to the school by the Education Authority. Infant classes should not exceed 30 in number.

ROAD SAFETY

We are always concerned about the safety of the children entering and leaving school. To prevent any accidents, would you please observe the following rules if you bring your children to school by car:

1. Do not bring your car inside the school grounds.
2. Do not turn round or reverse into the school gateway.
3. Do not obstruct the gateway or those of neighbouring houses.
4. Let your child alight on the school side of the road. Do not park on the opposite side of New Road.

SNOW

Periods of heavy snow fall or blizzard conditions occasionally prevail in Wingerworth, causing rumours to circulate on whether the school is open or closed. Check the school website to ascertain whether the school will be open. Even in the worst conditions it is likely that several members of staff will reach school, which will open as usual. What we do suggest, however, is that if you are at home all day it may be prudent to keep your child with you, to help manage on a reduced staff level. Children will not be sent home to an empty house, but will be kept at school until the normal time. If the severe weather begins during school hours and parents become concerned, we do allow the children to go home early if they are collected. Otherwise they remain at school until 3.20pm



STAFF CONSULTATIONS

Parent Interviews are usually held twice a year. On these occasions you are invited to come to school to discuss your child's progress with his/her teacher. Members of staff are also willing to meet parents immediately after school for informal discussions if an appointment is made. If you come to school with no prior notification, it is not always possible to talk to the teacher you wish to see, as he/she may be involved in out-of-school activities.



TRANSFER AT AGE 11+

The majority of children in Wingerworth transfer to Tupton Hall School in the September following their 11th birthday. If you live out of Wingerworth, the Headteacher will advise you on your child's next school if you so wish. Parents should indicate their choice on the 'Secondary Transfer form' sent to parents of Y6 children by the LA in the October/November prior to their transfer. This form is available online.

TUPTON HALL SCHOOL

Before the children leave Deer Park for Tupton Hall:

1. The First Year Tutor will visit us to address the transfer group and answer any questions.
2. The children and their parents will be invited to visit Tupton to see the school at work and complete the necessary documentation.
3. Families will receive the Tupton Hall Brochure.
4. Parents will have the opportunity to meet the Headteacher, have a guided tour of the school, and ask any questions following the tour.

UNIFORM

When children come to school we like them to wear a bright red or white 'polo' shirt, red jumper or cardigan with grey or black trousers or skirts. (In summer dresses should be red and white). Black shoes or trainer like shoes with no markings are to be worn in the autumn and spring terms. Conservative coloured sandals may be worn in the summer term.

The recommended colours were introduced following the wishes of a large number of parents that we introduce a school uniform. You may order uniform online at www.schooltrends.co.uk

Children should wear warm clothes in winter and cooler clothing in summer to cope with the variations in temperature which occur in a large building. **All clothing should be clearly named** and a spring clip clothes peg is requested to keep wellingtons together when they are stored in classrooms during the day. An adult's discarded shirt – cut down in size - makes a suitable garment for use in art and craft lessons and this will prevent paint or adhesives getting on to normal clothes.



Starting School

A FEW GUIDELINES

To a small child, starting school is a very big step, so the sooner your child becomes self-sufficient and less dependent on Mum, the better.

Some children fit into the school routine immediately, others take some time. The school day is long and if this is having visible effect on your child, we may be able to help by allowing a gradual breaking-in routine, i.e. initial morning attendances, followed by a few afternoon attendances, then a full day.

Please start as soon as possible to say goodbye as the children file in from the playground. We want your child to get used to coming into school himself. This is not a way of saying Mum is not welcome in school, on the contrary, it is another positive step on your part in helping your child to become more independent.

If at any time you have a problem or query, or there is anything you want to discuss with the teacher, then do not hesitate to contact her, preferably after school has ended.

You must be firm with your child when it comes to making decisions. Do not give in if your child is ill but wants to come to school, you must be the one to say no - for the sake of other children in the class. Please keep your child at home for **at least 24 hours** if he or she is showing signs of illness, or **48 hours** if they have been sick. If your child has a long term illness, like epilepsy or diabetes, then the school must be informed.

Physical Education is important for your child's development and we ask that you provide a pair of plimsolls, a tee-shirt and either shorts or pants - labelled of course. Plimsolls without laces will save time and effort, but we hope that eventually your child will be able to tie shoe laces.

When starting school your child should be able to do the following:

1. Attempt to get dressed and undressed.
2. Remove his coat, gloves and hat, then hang them up.
3. Fasten buttons and zips.
4. Use the toilet properly, flushing after use.
5. Wash his hands by himself.
6. Use a knife and fork and know table manners.
7. Tidy and clear away his own toys.
8. Share toys with others and be prepared to take turns.
9. Act responsibly, and look after his own belongings.



HELPING YOUR CHILD WITH WRITING

If you want to help your child with his or her writing, i.e. writing his/her name, or writing a sentence to copy, then please use the smaller or lower case letters of the alphabet seen below, i.e:

Robert	not	ROBERT.
The dog is here	not	THE DOG IS HERE.

It would be helpful if your child knew the names of and recognised colours. He or she ought to be able to count to ten and recognise numbers, 1, 2, 3, 4, 5.

If your child is absent for a long time due to illness, the teacher will advise you on how you can help during that time. Once again, if ever there is a problem, do not hesitate to come to school and talk it over with the teacher concerned.

Letters used:

a b c d e f g h i j k
l m n o p q r s t u v
w x y z

These should be taught in similar groups:

c o a d g e s q
i l h k r m n
b p i j u y v w f t x z



The Curriculum

INTRODUCTION

The School will endeavour to provide its pupils with a balanced and broadly based curriculum which will promote spiritual, moral, cultural, mental and physical development. It is hoped that this development will prepare pupils for the opportunities, responsibilities and experiences of adult life. It is generally accepted that a broad and well balanced curriculum will contain the following areas of learning:-

aesthetic and creative
human and social
linguistic and literary
mathematical
moral
physical
scientific
spiritual
technological



Most of what the children will study is laid down by the National Curriculum. Due emphasis will be placed on the core subjects of



English, Mathematics and Science, (especially in the early years) and together with the foundation subjects of History, Geography, Technology, Music, Art and P.E., these areas will take up over 95% of the children's time in school. Religious Education and the collective worship (predominantly Christian in character) will be included in the remaining 5% of the time. The local environment will be used as a learning resource whenever possible and strong links with Tupton Hall School will be maintained to ensure continuity and progression in pupils' work.

CURRICULAR AIM

Our curricular aim is:

“Every child should reach their full potential academically, physically and socially in a supportive and caring environment”



OUTCOMES

The curriculum we provide will seek to promote three kinds of outcome:

- (i) knowledge and understanding,
- (ii) mastery of a wide range of skills . intellectual, interpersonal and physical, and
- (iii) personal qualities, values and attitudes.

This means that in all our planning, the four elements of learning which will be provided are knowledge, concepts, skills and attitudes. How children learn is also an important consideration, and built into the areas of learning is the understanding that children learn by experience and activity . by doing.

The curriculum consists of all those activities planned by the school to promote the development of its pupils. It contains, however, much more than the formal programme of lessons and includes ways of learning, teaching styles, and the 'informal' programmes of extra-curricular activities and such features as the quality of relationships and the ways in which the school works. The Governors will encourage and support staff who provide out of school activities and clubs which enrich the pupils' education.

TARGETS

A specific aim of the school is to help its pupils attain the following targets by the time they are eleven and about to transfer to secondary education:

- (i) to listen attentively to a variety of stimuli,
- (ii) to talk confidently and to discuss in order to work towards clearer understanding,
- (iii) to communicate in speech for different purposes and audiences,
- (iv) to read fluently and with understanding for both information and pleasure,
- (v) to write legibly and reasonably fast,
- (vi) to spell correctly most words in common use and to know how to look up others,
- (vii) to use simple punctuation
- (viii) to learn to be critical of their own work and correct errors,
- (ix) to apply mathematical ideas in a variety of situations and to know how to use mathematical instruments,
- (x) to apply computational skills with speed and accuracy,
- (xi) to handle a variety of tools and materials in a creative, safe, orderly and economical way,
- (xii) to enjoy music,
- (xiii) to use drama as a means of expression
- (xiv) to experience gymnastics, dance, games, swimming, athletics and outdoor education,



- (xv) to have some knowledge of working in a scientific manner using observation, apparatus and measuring instruments,
- (xvi) to design and perform investigations and interpret the outcomes,
- (xvii) to become comfortable with the use of information technology in its application to classroom learning,
- (xviii) to be aware of the geographical, historical and social aspects of the local environment and to be aware of other people and places,
- (xix) to develop a basic awareness of time - past, present, future - and space,
- (xx) to observe living and inanimate things,
- (xxi) to develop an awareness of self and sensitivity to others within a framework of moral values,
- (xxii) to develop an understanding of the part which religion plays, and has played, in the lives of individuals and societies.

The Governing Body of the school, together with the Headteacher and Staff, will keep the curriculum under review in order to meet the changing needs of young people and of society, and to adopt new initiatives in curriculum design and development. In this way we will attempt to provide for all children, a curriculum which is challenging, meaningful and interesting.

SPECIAL EDUCATIONAL NEEDS

At Deer Park, it is the aim of teachers, with support of the governors, to ensure that all pupils receive a broad and balanced curriculum. This curriculum is designed to meet the specific needs of individuals and groups of pupils, in order to enable achievement at the highest possible standards. The partnership between school and home is a strength of Deer Park and is the foundation for the development of the learning of all pupils.

At Deer Park we aim :

- To set suitable learning challenges for all pupils, including those with Special Educational Needs and/or disabilities
- To respond to diverse needs
- To remove barriers to participation and learning
- To release the potential of all pupils and enable them to achieve the highest possible standards in all areas of the curriculum
- To involve parents at all stages in the child's educational provision
- To ensure that the views of the child are sought and taken into account
- To aim to make reasonable adjustments to meet the needs of a child with special needs

Some children's needs will be best met by the involvement of external specialist agencies. Other children may require an Education Health Plan to be written identifying their needs and the level of support required. The school will identify these children as early as possible and parents will be informed. The School's Accessibility Plan is available on request



SCHOOL DISCIPLINE POLICY

Good behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education which society rightly expects. Like any other complex social organisation, a school requires generally accepted codes of conduct and rules of procedure by which the school community abides.

The single school rule upon which our discipline is founded is that **“all pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times”**. If this rule is followed, then our emphasis can be on praise and rewards, rather than on sanctions and punishments. However, it should be noted that deliberate damage to school property will result in a financial charge being made for repair or replacement.

The school staff will endeavour to attain the four qualities listed by HMI as characteristics of a good school. These are:

- (a) good relationships and mutual respect between pupils, teachers, non-teaching staff and visitors.
- (b) teachers' high expectations of pupils' academic and social abilities.
- (c) curriculum and teaching methods well-matched to pupils' needs.
- (d) nurturing of pupils' growing maturity and self-esteem.

These qualities are explicit to all in the school and should be firmly and consistently applied.

Where pupils' behaviour gives cause for concern the levels of disciplinary procedures are as follows:

- (i) A word of disapproval which is quietly addressed to the pupil.
- (ii) A more thorough oral warning.
- (iii) Referral to the deputy headteacher who will talk with the child and set targets of work and behaviour.
- (iv) Referral to the headteacher who will initially talk to the child and subsequently may arrange to meet the child's parents to discuss further action.

Parents will be informed as appropriate by the Teacher or Head teacher

The purpose of this policy is the development of a positive climate for the whole school. This will be based on a quiet yet firm insistence on high standards of behaviour at all times. This climate is affected by all the school's activities, both curricular and extra curricular. It is also largely dependent upon the quality of relationships at all levels and these involve pupils, teachers, non-teaching staff, parents and Governors. Through good models of adult behaviour there is constant encouragement to develop self-esteem, self-discipline and autonomous adherence to high standards.



THE GOVERNORS' STATEMENT ON RELIGIOUS EDUCATION

The main aim for Religious Education is to help our pupils understand the nature of religion and the part it plays in people's lives. We hope to enable the children to:

- (a) grow in awareness of themselves and to develop a positive attitude to their own emotions, life and learning (spiritual development)
- (b) grow in awareness of others, and to develop relationships in a secure and tolerant setting (social development)
- (c) clarify and enlarge their ideas about religion, understand their own and other peoples' cultures (cultural development)
- (d) grow in awareness and understanding of different peoples views, develop an opinion and form their own standards which will regulate their personal behaviour (moral development)

In school there will be a daily act of collective worship for all pupils and this will be mainly of a Christian character. The collective worship will take account of the ages of the children and any relevant circumstances relating to their family backgrounds. Parents have the right to request that their child be wholly or partly excused:

- (i) from receiving religious education given in the school in accordance with the basic curriculum.
- (ii) from attendance at religious worship in the school.

Parents of children not attending the Act of Worship and RE lessons will be invited to instruct their children during these times, or, in consultation with the parents, a suitable alternative arrangement will be found.

In the infant classes the children will hear well-known stories from the Bible. These are often presented as a theme, and a theme on JOURNEYS would include the stories of Abraham, Joshua, St. Paul, St. Christopher and the Good Samaritan. The main religious festivals will be observed or celebrated throughout the year and the children will be introduced gradually to other faiths and beliefs.

In the junior department, religious education broadens into the following categories:

Experiences: Of Oneself and Others	<i>eg Sharing, Jealousy</i>
Stories about People	<i>eg Dr Barnardo, Mother Theresa</i>
Exploring and Interpreting Experiences	<i>eg Captain Oates, Saul's Conversion</i>
Jesus	<i>eg Life, healing, parables</i>
Non-Christian Faiths	<i>eg Islam, Judaism</i>
Symbols, Festivals, Writings & Ideas	<i>eg Church, Synagogue, Mosque</i>

Parents may see the Religious Education scheme in more detail if they arrange to come into school at a convenient time.

For the first time in law, the 1988 Act lays down requirements with regards to the content of the agreed syllabuses. Every new agreed syllabus must now include teaching about Christianity and teaching about other faiths. Our school scheme for Religious Education is consistent with these requirements.

In addition, recent legislation (2002 Act) on race equality, special educational needs, disability, sexual orientation, religion and age states that schools have a duty to ensure pupils are not discriminated against. Our school strives to promote good race relations and ensure that pupil's needs are met effectively. Working from our Religious Education scheme sensitively and carefully, we hope that children will develop in personal, spiritual, moral, social and cultural ways and that they will take responsibility for themselves and each other.



THE GOVERNORS' STATEMENT ON SEX AND RELATIONSHIP EDUCATION

Sex and relationship education is an integral part of our Personal Social and Health Education (P.S.H.E.), an area which is considered important throughout our school and an integral part of maintaining our role as a healthy school.

We believe that sex and relationship education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents through meetings and individual discussions.

Children should have an age appropriate programme of sex education and be encouraged to be comfortable talking about their bodies at a young age.

The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited schools' Health service professionals.

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To ensure sex education will be taught within the context of loving relationships and family life.
- To foster self worth and awareness, together with a sense of moral responsibility.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equality and diversity.



CHARGES AND REMISSIONS POLICY

The Education Reform Act provides a free education for our children within the limits set by the National Curriculum. Some valuable aspects of education, however, fall outside such limits and these include residential and day visits, theatre trips, and visitors invited by the school to provide specialist skills or entertainment.

The Governors and staff wish to see such activities continue, but acknowledge they can do so only if parents are willing to make a voluntary contribution to cover the cost of their child's involvement. We would point out, however, that no child will be excluded if a voluntary contribution is not made. Any case of financial hardship should be referred to the Headteacher, or Chair of Governors, in complete confidence.

There are areas of the curriculum we are allowed to charge for. If parents wish to receive items made by their children, they will be asked to pay for materials used (eg baking and sewing).

NB: The Local Education Authority advises parents that they will be charged by the school for wilful damage caused by their children to school buildings and property.

POLICY ON MEDICINES

It is necessary to clarify the position of administering medicines at school so that no mis-understanding may occur when children are ill, or recovering from illness.

- (i) It is **not** the responsibility of the school to administer medicines to children.
- (ii) Medication forms must be completed by a parent prior to medicine being administered.
- (ii) In special cases the Headteacher or school secretary will **endeavour to help** although **they cannot guarantee** to be available at a specific time.
- (iii) These special cases include chronic illness or long-term complaints such as asthma, diabetes or epilepsy.
- (iv) When medicine is prescribed to be taken three times a day, this can be done at home.
- (v) If medicine is prescribed to be taken four times a day, we have to insist on the following safeguards before accepting it into school:
 - (a) Written instruction is needed from the parent or a doctor on the required dose.
 - (b) The appropriate dose of medicine should be brought into school by a parent and delivered personally to the Headteacher or school secretary. (Please be aware that we do not have the facility to store medicines in a fridge).
 - (c) Medicines should be clearly labelled with contents, owner's name and dosage.
- (vi) Parents are welcome to visit school to administer the medicine to their own child at the correct time.



APPENDIX 1

GOVERNORS (as at 01/09/14)

Parent Governors

Mr A Helps
Mrs S Porteous

LA Governor

Mr M Pearson

Co-opted Governors

Mrs L Du-Roe (Chair of Governors)
Mrs C Turkington (parent)
Mr N Knowles
Mr P Bradley (parent)
Mrs J Magson
Mrs E Lord
Mrs A Pymm (Y6 teacher)

Staff Governor

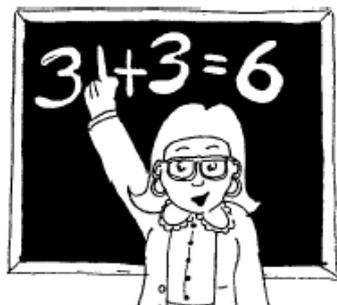
Mrs L Miller

Headteacher

Mr T Soar

Clerk to Governors

Mrs C Hodgson



Supervisors

Mrs N Brown
Mrs L Miles
Mrs B Karim
Mrs L Gent
Mrs J Hartshorne
Mrs H Redman

STAFF (as at 01/09/14)

Headteacher

Mr T.G. Soar

Teachers

Mrs C Rafferty
Mrs B Caudle
Mrs J Cooper
Mr M Debic
Mr R Wakeling
Mrs C Barnes
Mrs E Strong
Mrs T Lugg
Mr Bramley
Mrs A Pymm (*Deputy Head*)
Mrs S Chapman
Miss C Jones
Mrs L Stennett
Mr M Walker
Mr A Hutchinson

Teaching Assistants

Mrs J Jessup	Mrs D Smith
Mrs P Wright	Mrs M Shepherd
Mrs B Barnett	Mrs J Murray
Mrs D Ashley	Mrs Sharon Lewis
Mrs S Bullock	Mrs Stacy Wilcox
Mrs B Langen	Ms Lizzie Proctor
Mrs B Heardman	

School Secretaries

Mrs S Young
Mrs J Hoyle

Caretaker

Mr R Lowry

Kitchen Staff

Mrs R Wallace
Mrs R Martin
Mrs J Hall
Mrs K Wilkinson
Mrs V Gilthorpe

Mid-day

Mrs L Williams
Mrs S A Smith
Mrs S Smith
Mrs L Miller
Mrs S Burton

Mrs D Bexton
Mrs A Leedham
Mrs S Porteous
Mrs D Panossian

Cleaners

Mrs C Oldale
Mrs A.

Mrs M Tantrum



HOLIDAY LIST

This list gives major holiday periods until July 2016. There will be three extra INSET days to add to this list, but hopefully the following details will be useful.

TERM	TERM BEGINS	TERM ENDS
Autumn 2014	Monday 8 th September Monday 3 rd November	Friday 24 th October Friday 19 th December
Spring 2015	Monday 5 th January Monday 16 th February	Friday 6 th February Friday 27 th March
Summer 2015	Monday 13 th April Monday 1 st June	Friday 22 nd May Thursday 23 rd July
Autumn 2015	Tuesday 8 th September Monday 2 nd November	Friday 23 rd October Friday 18 th December
Spring 2016	Monday 4 th January Monday 22 nd February	Friday 12 th February Thursday 24 th March
Summer 2016	Monday 11 th April Monday 6 th June	Friday 27 th May Tuesday 26 th July

Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Holidays are not considered to be an exceptional circumstance. Please refer to the school attendance policy to be found on the school website. The Local Authority is able to impose fines on parents who take their children out of school during term time without authorization.



DATA PROTECTION ACT 1984

Basic Information about pupils is held on the computer to assist with the efficient organisation of the school and the children's educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff. It may be used for statistical purposes but this will not enable any individual to be identified. The school has registered with the Data Protection Register details of persons to whom they may wish to disclose information. By law, under the provisions of the Data Protection Act 1984, information may only be disclosed to other persons in accordance with this registration.

It is the policy of the Governors that such information is confidential and that, even where a need to disclose information has been registered, it will only be divulged in exceptional circumstances and will be kept to the minimum necessary to achieve the purpose. The policy is, of course, subject to any law which imposes a duty of disclosure on the Governors.

If you are concerned about any aspect of personal information held on the computer, please contact the Headteacher in the first instance or write to the Data Protection Liaison Officer, Education Department, Derbyshire County Council, County Offices, Matlock, DE4 3AG.

FREEDOM OF INFORMATION ACT 2000

If parents wish to access the data the school holds about their child on the computer system, please write to the Headteacher. There may be a charge for this service.

PHOTOGRAPHS OF PUPILS

We do take photographs of children taking part in school activities and these are sometimes used to publicise the events that take place in school. The children are very proud to see themselves in the local paper or the local 'WINGS' magazine and it is a way of recognising their achievements. Photographs may also be used on our school website. If you do not wish your child to be involved in this publicity, please inform us by contacting the school office.





PARENT TEACHER ASSOCIATION

Now that your child is about to begin as a pupil at Deer Park School, we should like to bring the PTA to your notice.

The PTA is a group of people who act as a liaison between the parents of children at Deer Park School, the school staff and the school itself.

Who is eligible to be on the PTA? All parents and all teaching staff until the AGM after they or their child have left the school. Other than this one qualification, anyone can be involved with the PTA.

The principal aim of the PTA is quite simply to try to maintain the high standard of education that all our children enjoy at Deer Park School. The parents cannot help in the direct education of the children, this is best left to the experts - the teaching staff. Where parents can contribute is by providing the school with additional facilities or equipment which is not readily forthcoming from the Education Authority. For example, the following are just some of the items purchased or obtained by the PTA for the school.

Stage Lighting
Computer and Software
Video
Curtains
Musical Instruments

Library Shelving and Carpeting
Theatrical performances
Piano
PE Equipment
Games Equipment

There are many more items which could be listed. These items generally have to be purchased and the money has to be raised via organised events. A typical pattern of events is:

<i>September</i>	.	Autumn Fair
<i>October</i>	.	AGM
<i>November</i>	.	Toy Sale
<i>February</i>	.	Children's Disco
<i>April</i>	.	Cake Bake
<i>May/June</i>	.	Treasure Hunt and barbecue
<i>July</i>	.	Various Events

Information on these events is released throughout the year.

We would ask you to please bear in mind that the PTA comprises just ordinary parents like yourself with everyday jobs. Organising and running the events is undertaken on a purely voluntary basis, no one is forced into doing anything they do not want to do.

Please support the events and just as importantly, please lend a helping hand wherever possible. It is your own children who benefit from the money raised by the PTA.

Many thanks for taking the time to read this.



Deer Park Primary School

Home / School Agreement

Welcome to Deer Park School. We would like to invite you to read and sign our Home / School Agreement as a way of showing your willingness to support the school in its wish to provide the best possible education for your child / children.

The parents/guardians

I will do my best to / We shall do our best to

- make sure that my/our child attends school regularly, on time, properly equipped and adhering to the School dress policy; and notify school as soon as possible if there is a problem
- make the school aware of any concerns or problems that may affect my/our child's work or behaviour
- support the school's policies and guidelines for behaviour
- ensure that my/our child represents the school with decorum and dignity at all times
- support my/our child in homework and other opportunities for home learning
- attend parents' evenings and discussions about my/our child's progress
- take an interest in the daily life of school
- observe the regulations regarding authorised and unauthorised absence
- notify the school as soon as possible on the first day of any absence

Signature(s) _____

Deer Park School

The school will do its best to

- care for your child's safety and happiness
- provide your child with the opportunity to achieve his or her full potential as a valued member of the school community
- provide a balanced curriculum and meet the individual needs of your child
- achieve high standards of work and behaviour
- build good relationships in and outside school life and develop a sense of responsibility
- keep you informed about general school matters and about your child's progress and general welfare
- be open and welcoming at all times and offer opportunities for you to become involved in the life of the school

Signature _____ Headteacher



HOMEWORK POLICY

The DFE requires all schools to have a written homework policy that gives guidance to both teachers and parents about what is expected of them on a weekly basis. Homework is defined as ‘any work or activities which pupils are asked to do outside lesson time, either on their own or with parents’.

The purpose of homework is

- a) to develop an effective partnership between the school and parents in pursuing the aims of the school
- b) to consolidate and reinforce skills and understanding particularly in literacy and numeracy
- c) extend school learning through additional reading, and
- d) to encourage pupils as they grow older to develop the confidence and self discipline needed to study on their own prior to transferring to secondary school.

The main focus of homework will be on literacy and numeracy. It is very important that books and materials taken home should be returned the following day so that no disruption to lessons occurs.

How much time should be spent on homework?

A rough guideline to the amount of time recommended for homework is as follows. The time should be spread over the week. Little and often is the best policy for learning spellings and tables.

Years R, 1 and 2	1 Hour a week
Years 3 and 4	1 hour 30 minutes per week
Years 5 and 6	30 minutes a day – 4 days a week

What activities should be undertaken?

YR	Reading Activities
Y1	Reading and Phonic Work
Y2	Reading, Spelling and/or Numeracy Work
Y3	Reading, Spelling and/or Numeracy Work.
Y4, Y5 and Y6	Reading including Book Reviews. Spelling and Comprehension. Mathematical operations. Enquiry skills.

At the beginning of each school year a letter will be sent out by each class teacher informing you specifically of the range of homework which will be expected from that class. Please bear in mind, however, that homework is voluntary and should not exceed the given time guidelines. If children attend evening classes for music, dancing, gymnastics etc, or attend Cubs or Brownies no homework should be attempted on those evenings.

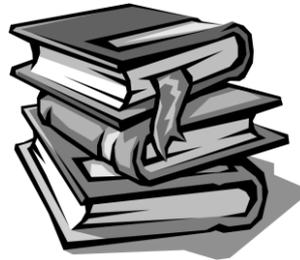
NB a) If any KS2 children are seriously behind in their levels of attainment the teacher may decide to set relevant homework.

b) Homework is not set for children taking holidays in school time.



Homework for Key Stage One

- Please hear your child read regularly for short periods of time. i.e. 10 minutes.
- Please read to your child as often as possible.
- Reception and Year 1 children will be asked to find words using letter patterns.
- Y1 and Y2 children will have spellings to learn each week.
- Year 2 children will also be asked to learn 2, 5 and 10 times tables.



Homework for Key Stage Two

- To complete a 'Reading Record' weekly, to be handed in on a specific day.
- A weekly spelling list which will be tested weekly.
- To ensure your child reads regularly for approximately:
30 minutes per week – Years 3 and 4.
40 minutes per week – Years 5 and 6.
- Children will be asked to learn multiplication facts.





ATTENDANCE, TARGETS & RESULTS

Attendance – Absence Rates

	2012/13		
	School	Derbyshire	National
Attendance Rate	96%	95.5%	95.3%
Overall Absence	4%	4.5%	4.7%
Persistent absence	1.5%	2.5%	3%

Targets

Targets below are based on the number of children achieving Level 2 at KS1 and Level 4 and above at KS2

Year 2013

	READING	WRITING	MATHS
KEY STAGE 1 level 2+	98%	95%	95%
KEY STAGE 1 LEVEL 3	53%	39%	38%

	READING	WRITING	MATHS
KEY STAGE 2 level 4+	91%	83%	88%
KEY STAGE 2 level 5	45%	32%	46%

Year 2014

	READING	WRITING	MATHS
KEY STAGE 1 level 2+	96%	96%	98%
KEY STAGE 1 LEVEL 3	46%	30%	32%

	READING	WRITING	MATHS
KEY STAGE 2 level 4+	95%	93%	97%
KEY STAGE 2 level 5	66%	42%	53%



Results of the National Curriculum Assessments for 2014

Key Stage 1 results for 7 year olds at Deer Park School

Number of pupils in Year 2 in 2014: 48 N.B. an average Y2 child should achieve a level 2

Deer Park results 2014 (Expressed in %)

	READING	WRITING	MATHS	SCIENCE
Level 2 or above	98	96	98	98
Level 3 or above	42	27	23	31

Key Stage 1 National results 2014(Expressed in %)

	READING	WRITING	MATHS	SCIENCE
Level 2	90	86	92	91
Level 3 or above	31	16	24	22

Key Stage 2 Test results for 11 year olds at Deer Park School

Number of pupils in year 6 in 2014: 47 N.B. an average Y6 child should achieve a level 4

	READING	WRITING	MATHS	READING, WRITING and MATHS	Spelling, punctuation & grammar
% at level 4 and above	96	96	94	91	96
% at level 5 and above	66	49	60	43	70
% at level 6 and above	-	-	-	-	4

Key stage 2 National SATS Results 2014 (Expressed in %)

Level 4 and above	89	85	86	79	76
Level 5 and above	50	33	42	24	52

Expected progress (2 levels)	Reading	Writing	Maths
Deer Park	94%	96%	94%
National 2014	91%	93%	89%

Previous years' results

2013 Key stage 1 results

	Reading	Writing	Maths
% level 2 or above	96	92	98
National Level 2 and above for 2013	89	85	91

2013 Key stage 2 results

	Reading	Writing	Maths
% level 4 and above	90	93	93
National Level 4 and above for 2013	86	83	85