

Dunster First School

Community School for Children Aged 4 to 9



Prospectus 2016-2017

HEADTEACHER: PETER HOYLAND

CHAIR OF GOVERNORS: SARAH STANBURY

For enquiries contact:

TEL: 01643 821254

FAX: 01643 821243

Email: dunsterfirstschool@educ.somerset.gov.uk

13 ST GEORGES STREET

DUNSTER MINEHEAD

SOMERSET TA24 6RX

www.dunsterfirstschool.org.uk

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At Dunster First School we aim:-

1. To provide a caring, safe, secure and happy environment.
2. To encourage all adults in the school to act as appropriate role models.
3. To inspire our children to accept challenges and to be ambitious, creative, independent and resourceful.
4. To promote active, healthy lifestyles.
5. To provide high standards of teaching and learning within a broad and relevant curriculum
6. To help our children appreciate and respect their physical environment and the world beyond, including the internet and social media.
7. To nurture partnership between the school, our children, their families and the local community.
8. To encourage and enable all our children to achieve their full potential by providing for individual needs.
9. To develop a school where all the people have a sense of self worth and are valued equally.
10. To actively promote equality, honesty and respect for others within the school and the world beyond.

As staff, parents, Governors, children and members of the school community:-



**Expect the best in everything -
then play your part in achieving it**



EXTRACTS FROM 2014 OFSTED INSPECTION REPORT

This is a good school:

Pupils really enjoy learning, achieve well and make good progress throughout the school.

Pupils with special educational needs make good progress.

Pupils' behaviour is outstanding. They are very keen to learn, proud of the school and polite and respectful to each other.

Pupils are very well cared for and kept extremely safe; they are well aware of how to keep themselves safe.

Strong leadership has provided clear direction and thorough checking of the quality of teaching, which has driven improvements in the school.

Governors have a very good knowledge of the school and use this to continually challenge leaders to improve the school.

Teaching is good, because the headteacher provides effective feedback on how it can be improved.

The school provides a wide variety of activities and trips to broaden the pupils' knowledge and experiences.

The Early Years Foundation Stage is good. Children settle quickly into the Reception class, and make good progress.

*Copies of the full report are available from the school office price £1.00
or are available to download as a PDF file using this link*

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123643>

The School moved into the present building in 1872 and was extended and modified in 1961, 1988, 2000, 2004, 2006 and 2007. It has a large hall, kitchen facilities and some of the classrooms have their own toilets and cloakrooms. Outside there is an outdoor heated swimming pool and changing room, two playgrounds and two playing fields.



Organisation of the school

There is a close liaison between the school and the Pre School run within the school grounds. Many of the children at Dunster started their "school career" at the Pre School.

In the year 2016/2017 there are 143 children on roll in five classes across the school. The current numbers in each class are as follows:-

Reception	one class of 26 children
Year 1	one class of 30 children
Year 2	one class of 29 children
Year 3	one class of 28 children
Year 4	one class of 30 children

Wherever possible, classes will also have a learning support assistant or assistants in addition to the teacher.

Times of school sessions

Foundation and Key Stage 1	9.00-10.45	Break	11.00-12.00	Lunch	1.25-3.25
Key Stage 2	9.00-10.45	Break	11.00-12.20	Lunch	1.25-3.25

At present, the hours spent on teaching during a normal school week, including religious education but excluding the statutory daily act of collective worship, registration and lunch and other breaks are as follows:-

Foundation & Key Stage 1	21 hours 15 minutes	Key Stage 2	23 hours 30 minutes
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Admissions

Children are admitted in the educational year in which they are five (Educational Year:- September of one year to the end of August in the following year). Children may start school on a part-time basis to begin with, as a way of easing their entry. In the year 2016 to 2017 children came to school for half a day for part of the autumn term and then stayed for the whole day from then on.

The school Pupil Admission Limit is currently set at 30 (this is the maximum number of children who will be admitted to a year group).

The Local Authority is the admission authority for this school and places are allocated in accordance with their published arrangements.

A copy of these arrangements can be obtained by ringing the Parent Enquiry Line on 0300 1232224; emailing schooladmissions@somerset.gov.uk or via the Local Authority website using the following link:

www.somerset.gov.uk/irj/public/services/directory/service?rid=/wpccontent/Sites/SCC/Web%20Page/Services/Services/CYP/School%20admissions

A meeting for new parents is held in the summer term before new children start. Children starting school in September will have the opportunity to spend two sessions in school with the Reception Class teacher in the term before they start.

Arrangements to visit the school

Prospective parents are always welcome to visit the school in order to assess the opportunities provided for their children. Anyone wishing to visit the school may arrange an appointment by contacting the school office.

Preparing for school

Many parents are understandably eager to help their children all they can during the early years at school. Below are a few suggestions. Please try not to worry or put too much pressure on your child. If he/she sees you are anxious he/she will become anxious too.

Before they start school, it would be helpful if all children school could do up their shoes, zip up and undo their coat, button a shirt or blouse, handle a knife and fork and use the toilet properly.



It can be helpful if your child is used to being with other children (Preschool or nursery is a great help) and if she/he is used to accepting authority from adults other than parents. Meal times will be much less fraught if the child has been encouraged to try a variety of different foods.

Developing children's vocabulary through talking and sharing books at home can really benefit them as they start school and can be a great help in learning to read. When learning to write, the children will need to have developed fine motor control, which can be aided by them playing with sand, play dough, small building toys, etc. Counting and simple dice games will help to prepare children for number work. Time spent using scissors, drawing and colouring will also greatly benefit your child before they start school.

Attendance

The school gates open at 8.40am. Parents have a legal duty to ensure that their children attend school regularly. The school operates a 'first day contact' policy. If for any reason your child is absent from school it is important that you contact the school by telephone **that day** to inform us. If you do not ring in we will make every effort to contact you to ensure that your child is accounted for. However, it will still be important that you send in a note or speak to your child's teacher to inform them as to why they were absent when they return to school.

Absences may be authorised for the following

1. Illness or medical/dental treatment.
2. Approved sporting activity.
3. Day of religious observance in the religious body to which parents belong.
4. Educational visits.
5. Family holiday. There is no automatic right to absence for a family holiday. Authorisation of absence requests (which must be submitted for consideration at least two weeks prior to the first day of absence) will depend on whether the application meets the Local Authority's 'Exceptional Circumstances' criteria.

Please note the following:

- Authorisation for leave during SATS or other key times will not be granted.
- Requests for extended leave will not be authorised if a similar request was authorised (or extended leave was taken) during the previous academic year.

- Parents have a duty to ensure that their children attend regularly and if they fail to do so they may be guilty of an offence under the Education Act 1993.
- *If a request for leave is refused and your child is still taken out of school, this will be recorded as an unauthorised absence. This may result in a penalty notice being issued or legal action taken for poor attendance.*

6. Other circumstances where the school, at its discretion, deems it appropriate to authorise absence.

All other absences, including late arrival after close of registration at 9.10am without adequate reason, will be regarded as unauthorised.

The school is working, with other schools in West Somerset, to improve the attendance of children at school. It is recognised that attendance below 92% over a term will have an adverse effect on a child's educational achievement. The Headteacher will contact the parents of children whose attendance is causing concern. The school will inform the school social worker in the following circumstances:-

1. Where there is no explanation or some doubt or suspicion as to the cause of an absence.
2. When there has been past absence without reason.
3. When there is a developing pattern of absence which is causing concern

Below are the attendance figures for the academic year 2015/2016

<u>For the school year up to and including 31.07.16</u> <i>relating to pupils who had attained the age of 5 years before 01.09.15</i>	
Total number of pupils of compulsory school age on the roll for at least one session	115
Percentage of half days missed through authorised absences	3.3
Percentage of half days missed through unauthorised absences	0.7

Severe weather procedures



As a school, we will always aim to keep the school open and will only close when to remain open could endanger children and staff. If we have to close the school we will aim to make a decision by 8.00am. Should computer links allow, we will endeavour to contact by text message those parents who have registered their mobile numbers with the school and will also post closure details on the calendar page of the school website and on the Somerset Learning Platform website - <https://slp.somerset.org.uk>.

Information about closures will also be broadcast by local radio stations. Details of school transport affected by adverse weather is available via

<http://www.somerset.gov.uk/irj/public/services/directory/service?rid=/guid/101d577f-5009-2f10-568e-87fa1d00e629>

Transport

School transport brings children from Luxborough, Blue Anchor and parts of Carhampton free of charge. Otherwise parents must arrange their own transport for their children. For those required to pay, payment is made direct to the County Council.

Children who use the school buses are supervised by members of staff after school until the bus arrives. Children are checked on to the bus to ensure that no-one is missing. It is therefore very

important that you let us know by writing or by telephone if your child is not going home on the school bus as usual.

All enquiries regarding school transport should be made to the Local Authority 0300 1232224

School Uniform

Girls

Winter

Grey pinafore dress/grey skirt or long dark grey trousers
White polo shirt or blouse
Red pullovers or cardigans
Black/brown shoes (sensible and not training shoes)
White socks or grey/white/red tights

Summer (optional)

Check dresses in red and white
Red pullover or cardigan
Black shoes or sandals
White socks



Boys

Long or short dark grey trousers
White polo shirt or shirt with collar
Red pullovers
Black/brown shoes (sensible and not training shoes)
Grey socks

As winter but sandals may be worn



Uniform items, including logoed sweatshirts, polo shirts and fleeces are available online from Clothing at Tesco.com - <http://www.clothingattesco.com/dunster-first-school/invt/123643> A donation of 5% is made to the school for every item purchased online.

A small stock of sweatshirts is also available for purchase from the school office.

Please note that it is not compulsory to buy sweatshirts with the school logo.

Sensible, comfortable shoes should be worn. Children should not wear high heeled/platform shoes, sandals without a heel strap or training shoes.

P E Kit

1 pair gym shoes
1 white tee shirt
1 pair shorts (red, if possible, or navy)
1 named drawstring bag to keep kit in

Children should have a painting apron or an old shirt to protect clothing whilst work.

Wellington boots should be provided for outdoor activities.



doing art

All items of clothing should be marked with the child's name.

Items of nearly new school uniform can be obtained from the Friends of Dunster School.

We would prefer children not to wear jewellery to school. If your child's ears are pierced then an earring of the stud variety may be worn. Earrings, watches, bracelets and other jewellery will have to be removed or covered for all physical education activities.

We ask that children should not have 'tramlines' cut into their hair. Extreme hairstyling and unnatural colours are also not acceptable.

Lost Property

All items of clothing and personal belongings should be clearly marked with the child's name. Please check regularly to ensure that the name has not faded. We would encourage you not to allow your child to bring items of value to school. The school cannot be held responsible for loss or damage to any such items.

Items of lost property are retained for a reasonable period of time or until claimed. Please ask the class teacher or caretaker if your child loses something.

Medical Checks

While they are at school, and with their parent's consent, children may receive dental, hearing and eye tests or other medical examinations. Parents are welcome to attend and will be given notice in advance of any examination.

Medical Care

If your child is unwell at school we will make every effort to contact you. It is very important that we have up-to-date home/work telephone or other contact numbers. Until we have been able to contact you, we will take any action required in the interests of the child.



If your child has any medical condition such as asthma, food allergy etc. it is essential that we are told about it so that their name can be entered on our special medical needs register. If you wish to keep an inhaler in school for your child it must be labelled with their name and written instructions as to its use should be given to the class teacher.

At Dunster First School our policy is that of 'selective' administration of medication.

We will administer prescribed medication where:

- The medical condition of a child means that access to education would be limited if appropriate medication were not managed at school;
- A child is fit enough to attend school but needs prescribed medication, the administration of which must take place during school hours;
- There are staff willing to administer prescribed medication.



Further information about the administration of medicine in school is outlined in the policy published on the school website and available from the school office.

The school has designated first aiders and in the event of an accident appropriate first aid will be given. In the case of more serious accidents we will contact you as soon as possible.

Friends of Dunster School

The Friends of Dunster School is a registered charity which organises events throughout the year to raise money for the school.



As a parent with a child at the school you are automatically a member of the FODS. Every parent is welcome to attend the AGM and can seek election to the Committee. Needless to say, whether you are a committee member or not your help at events will always be appreciated. Any support you give will benefit your child.

Parents' Evenings and Reports

Parents' evenings will be held twice a year, offering you a chance to discuss your child's progress. However, should any problems with a child's work arise, parents are advised to contact the child's teacher to arrange an appointment.

With more personal problems the Head is available to see parents, who should contact the school office for an appointment. Parents will receive a written report on their child's progress at the end of each summer term.

Curriculum

Our school's curriculum is underpinned by the Early Years Foundation Stage Curriculum, the National Curriculum (2014) and, in Religious Education, by the Somerset Agreed Syllabus "Awareness, Mystery and Value (2011).

In broad terms, the National Curriculum is intended to encourage children's intellectual, social, emotional, physical and moral development. The school aims to provide the children, through the National Curriculum, with the basic skills they need for life and, eventually, work. In particular, the curriculum is intended:

- to encourage children to widen their use of language, in its written and spoken forms;
- to help children to develop their mathematical skills and to apply these skills effectively;
- to develop an interest in science, technology and the natural world;
- to encourage children to express themselves through music, dance, drama, a variety of arts and crafts and to develop concepts and skills in these areas of the curriculum;
- to impart to children an understanding of both the history and geography of the environment in which they live;
- to help develop their physical co-ordination and confidence;
- to help children develop a respect for religious and moral values as well as a tolerance of other races, religions and ways of life.

The school is organised so that the children spend the majority of their school time with their class teacher. Within the classroom the children are organised to allow them to progress and develop at their own pace. Therefore, within any classroom there may be a variety of activities taking place at the same time.

The Foundation Stage Curriculum involves 7 major areas of study:

- Personal, Social and Emotional Development
- Communication & Language
- Mathematics
- Literacy
- Understanding the World
- Physical Development
- Expressive Arts and Design

At the end of the Reception Year the transition takes place in accordance with the National Curriculum so that children are able to take advantage of their entitlement to the National Curriculum in Key Stage 1.

For Key Stages 1 and 2, the basic requirements of the National Curriculum consist of the core subjects - English, Mathematics, Science and Computing; and seven foundation subjects - Music, Art and Design,

PE, History, Geography, French (Key Stage 2) and Design Technology. These, combined with RE, are the framework of the National Curriculum which every child, of every ability, studies.

In addition to the subjects specified in the National Curriculum, we teach cross-curricular issues such as personal, social, health and citizenship education, equal opportunities and multi-cultural education.

Phonics is integral to supporting children at Dunster First with their reading and, later on, their writing. Children start learning to use phonics in the Reception Year using the school's own phonics scheme that is based upon Department for Education's Letters and Sounds synthetic programme. This continues through until Year 2; but possibly into Years 3 and 4 if further embedding and reinforcement is required.

Further information about the content of the curriculum in each year group can be found in the curriculum section on the school's website www.dunsterfirstschool.org.uk

Physical Education and Sport

The school aims to encourage the active involvement and enjoyment of all children in PE and sporting activities. All children in the school take part in PE lessons which include gymnastics, dance, swimming, small apparatus work and simple competitive games.

In Year 3 and 4 children are introduced to a variety of team sports including football, catchball, hockey, cricket and athletics.

The approximate time allocated per week to PE and games activities in each of the key stages is as follows.

Key Stage 1 2 hours

Key Stage 2 2 hours

The school is a member of the West Somerset Sports Association which aims to promote and co-ordinate sport in local First Schools. It takes part in all the inter-school events organised by the Association. Children from the school regularly take part in local community sporting events such as the Beacon to Beach fun run and the Rotary Club's Swimathon.



The school has a large sports hall and two playing fields, one of which is used by the local sports teams.

Religious Education and Collective Worship

Religious Education is taught in accordance with the non-denominational agreed syllabus used in Somerset schools, which develops a knowledge of Christianity whilst raising awareness of other religions.



An act of collective worship is held every day. For most of these acts of collective worship the whole school meets together in the school hall. However, on one day of each week the children will worship in their own classrooms. The acts of collective worship follow a different pattern each day of the week, but there is a general theme linking the main assemblies together. The school's policy on collective

worship is available for parents to view on the school website, with copies available on request from the school office.

Parents have the right to withdraw their child from any act of collective worship or from any religious education. Any parent wishing to do so should contact the Head.

Extra Curricular Activities

All the after school clubs that are on offer at Dunster First School are free of charge to parents. There are several clubs which children attending the school can join. These include football, catchball and gymnastic clubs for children in Years 3 and 4. An art club is also available for children in Year 4.

All children attending football and catchball clubs will have regular opportunities to play in weekly competitive matches against other schools. Other school clubs currently on offer include Skipping Club and Film Club. All children in the school are able to join an after school swimming club in the second half of the Summer Term.

A tennis club (run by an LTA Coach) is held in the school hall on Wednesday evenings for the children in Years 3 and 4. The cost of attending the club is currently funded through the PE and Sports Grant. This fund also covers the cost of a multi skills club for Year 1 and 2 in the spring term, a dance club for Year 4 in the autumn term and a gymnastics club for Year 4 in the summer term, which are all led by 1610 instructors.

After school clubs finish at varying times and parents with children attending will need to make arrangements for them to be picked up.

Monstas Inc After School Club



Monstas Inc Dunster After School Club provides after school child care each evening (Monday to Friday) from 3.30pm to 5.30pm.

The club aims to provide safe quality supervised play and learning opportunities for children aged 4 to 9. A variety of activities including cookery, sports and games, craft activities, visits from people and outings within the locality will be on offer.

Charges for the Monstas Inc After School Club will be as follows:

- ❖ £4.50 per hour (minimum booking)
- ❖ £2.25 per subsequent half hour

Further information about charges is available from the school office.

Places at the club are limited and, in view of the popularity of the club, parents are advised to book places in advance. Bookings can be made at the school office or at the club itself.

A Breakfast Club from 8.00 am is available for children attending Dunster First School through the pre-school that is on site.

Charging Policy

The Education Reform Act of 1988 introduced provisions on charging for school activities. The purpose of the charging provisions is:-

- to maintain the right to free school education.
- to ensure that activities offered in normal school time should be available to all pupils regardless of their parent's ability or willingness to help meet the cost.
- to give the Education Authority and Schools the discretion to charge for optional activities provided wholly or mainly out of school hours.
- to confirm that schools may invite voluntary contributions for the benefit of the school in support of any activity organised by the school either in or outside school hours.

These provisions broadly reflect the Authority and the school's existing practices in charging for particular activities.

The Local Education Authority has established its policy for charging for school activities. This policy will be kept under review. A copy of the policy is available on the school website or on request from the school office for any parent who may wish to consult it.

Monitoring

At Dunster First School we recognise the importance of monitoring as a key tool in enabling us to evaluate how well we are doing in delivering the school's curriculum and what we need to do to further improve teaching and learning within the school.

Monitoring is an essential part of the process of school improvement: a tool to assist us in assessing whether or not we are meeting the aims of our school and particularly whether or not we are meeting the needs of all of the learners within our school. Monitoring is the foundation for school improvement because it gives us information about where we are and where we should be heading.

Monitoring at our school includes:

- Formal and informal lesson observations by the Headteacher and other members of teaching staff.
- Scrutiny of children's work by the Headteacher and members of teaching staff.
- Termly Pupil Progress Meetings where the Headteacher meets with individual teaching staff to review the assessments (see below) and progress of the children in their class.
- Classroom visits by members of the Governing Body.

The outcome of the school's monitoring is reported to the Governing Body on a termly basis and is used to inform the production of the annual Curriculum School Development Plan

Assessment

Assessment helps us to measure how well children are doing at school and the progress that they are making with their learning.

Reception Class - The children in the Reception Class are assessed throughout the year using the Early Years Foundation Stage Profile. On-going assessments are made throughout the year against the seventeen areas of learning that make up the Early Years Foundation Stage curriculum. The end of year summative assessment is reported to the Local Authority, the Department for Education and to parents and carers in the end of year school report

Year 1 - In the summer term, the children in Year 1 all undergo a Phonic Screening assessment. The check is designed to confirm whether a child has learnt the phonic decoding skills to a standard appropriate for their age and have therefore grasped the essential skills that underpin good reading. The outcomes of the Phonic Screening are reported the Local Authority, the Department for Education and to parents and carers in the end of year school report. Those children who do not pass the Phonic Screening at the end of Year 1 are given further additional teaching in Year 2 and retake a Phonic Screening assessment at the end of that school year. The outcome of this screening is sent home with the child's school report.

In 2016 90% of the children in Year 1 passed the Phonic Screening assessment.

	Dunster First School 2016	Somerset 2016	National 2016	Dunster First School 2015	Somerset 2015	National 2015
Cohort	90%	78.5%	81%	79.3%	77%	77%
Boys	87.5%	75.8%	77%	78.5%	73%	73%
Girls	93%	81.3%	84%	80%	80%	81%

Year 2 - The children in Year 2 undergo end of Key Stage 1 assessments in the summer term. The children are tested in Mathematics, Reading, Spelling and Punctuation and Grammar using tests that are provided by the Standards and Testing Agency. The tests provide information about how a child is progressing compared to children of the same age nationally. The outcomes of these assessments are reported to the Local Authority, the Department for Education and to parents and carers in the end of year school report.

In addition to the tests, the children in Year 2 are also given a teacher assessment for Writing and Science.

Recording Attainment and Progress - In common with most of the schools in West Somerset, Dunster First School uses the Schools Information Management System (SIMS) for recording children's attainment and progress from Year 1 to Year 4.

Assessments in Reading, Writing and Mathematics are made at the end of each term and the outcomes recorded using this system. A child's final assessment at the end of the summer term is included in their school report. In Reading, Writing and Mathematics the children are assessed as being either at an "Emerging", "Developing", "Secure" or "Mastery" stage of development. By the end of the year we would expect the majority of children in a class to be assessed as being "Secure". Children who are below this expected stage of development will be assessed as being "Developing", while those children who are significantly below this stage of development will be assessed as being "Emerging". A minority of children will be above the expected stage of development and they will be assessed as achieving "Mastery". Assessments are made by teachers through reviews of children's work and specific tasks and assessments.

Progress can be measured in the following way:

If a child has moved from a stage of development in one year to the same stage of development in the following year, e.g. from a Secure 3 (S3) in Year 3 to a Secure 4 (S4) in Year 4, then they will have made **expected progress**.

A child who makes more progress than this, e.g. a child who moves from a Developing 3 (D3) in Year 3 to a Secure 4 (S4) in Year 4, will have made **better than expected progress**.

A child who has made less progress than this, e.g. a child who moves from a Secure 3 (S3) in Year 3 to a Developing 4 (D4) in Year 4, will have made **less than expected progress**.

National Curriculum End of Key Stage 1 Report 2016

All LA maintained schools, together with a number of Independent schools, participate each year in the Key Stage 1 National Curriculum assessments. 2016 saw the introduction of new End of Key Stage assessments at the end of Year 2, which consist of:

- Two reading test papers
- Two mathematics test papers
- A spelling, punctuation and grammar test (not tested in 2016)
- A teacher assessment in writing
- A teacher assessment in science

School Results - 2016

The overall attainment levels of Year 2 pupils at the school in 2016 are given below. The results for the school may be compared with national figures from 2016 which are also shown below.

The figures for any one task or test may not total 100% because the task or test does not apply at every level, or else because of rounding.

Please note that these are percentage figures showing the proportion of pupils achieving each level, as required by law. In many cases, where the number of pupils in the school is small, percentage figures may be misleading.

End of Key Stage 1 National Assessments School and National Results for 2016 Number of Pupils eligible for assessment in 2016 - 28				
	Dunster 2016	National 2016	Dunster 2016	National 2016
	% reaching expected standard	% reaching expected standard	% working at greater depth	% working at greater depth
Reading	79%	74%	29%	24%
Writing	82%	65%	21%	13%
Mathematics	71%	73%	14%	18%
Science	93%	81.5%	N/A	N/A

Some assessments do not apply at every level and therefore may not total 100%

School Performance tables may be accessed via the DfE website <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=123643>

Homework

Homework generally means any work or activities which children are asked to do outside lesson time, either on their own or with their parents or carers.

At Dunster First School we aim to make homework a manageable, positive experience for children, parents and staff which will continue to develop partnership with parents in order to enhance our children's learning.

The school's homework policy aims to give guidance to parents on how best to support children with homework. A copy of the policy is available on the school's website or on request from the school office.

School Lunches

School meals are cooked on the premises and are available for those wishing their child to have one. The school operates a choice menu. Menu slips are sent home on Friday for completion and return by Wednesday for meals to be taken the following week.

Children in Reception, Year 1 and Year 2 are entitled to a free meal under the Universal Infant Free School Meal scheme. Meals for children in Year 3 and Year 4 currently cost £2.10 each (£10.50 for the week). Dinner money is payable in advance when returning the menu slip. It is helpful if the correct money is sent in a named envelope or purse. It is



possible to pay for half a term or a term at one go. Please see the school office for details. Cheques should be made payable to Dunster First School. Meals must be paid for in advance.

Parents not wishing their child to have school dinners will have to provide their child with a packed lunch.

Pupil Premium

Our school receives a Pupil Premium Grant (PPG) for those children in receipt of free school meals or who have previously been eligible. The Pupil Premium allocation is £1,320 per eligible child and the school received £34,320 in 2016-2017 as part of the budget total. Currently Pupil Premium funding is used to provide additional Learning Support Assistant time in class to support these children. This support takes the form of additional help within lessons, small group and 1:1 working where it is needed.

Provision for children in receipt of PPG is planned at the start of the school year and reviewed and updated at end of term Pupil Progress Meetings. Provision for individual children will vary according to individual need.

The impact of PPG spending on individual children is evaluated at the termly Pupil Progress meetings and at the end of the school year. Evaluation will focus on the impact in terms of progress the child has made in reading, writing and mathematics. The progress of children at the end of Year 2 will also be benchmarked against Somerset and national figures.

In addition to evaluating children's progress we will also consider the impact of the support they have received on their self-confidence and self-esteem.

Free School Meals

To maximise the amount of Pupil Premium Grant the school receives please check to see if your child is eligible for free school meals and register to ensure your child doesn't miss out. Even if your child receives a free meal under the UIFSM scheme, it is very important to register if you qualify.

How does it work?

1. First, check if you qualify - it is not just if you are unemployed, so please check your eligibility below.
2. Registering is really quick and easy - if you think you qualify, contact Mrs Thrush who will help you to register.
3. If you want your child to have a free, healthy meal at lunchtime that's great - they will get the free meal (saving you up to £399 per child a year), and the school gets £1,320 extra for resources to support your child.
4. If you don't want your child to have the school meals they can continue as normal - as long as you qualify and are registered, the school still gets £1,320 extra.

You can register your child for free school meals if you receive any of these benefits:

- Income support
- Income based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit

- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit run-on - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit.

No one will know that you have registered and it will not affect any other benefits that you claim. Please talk to Mrs Thrush about registering your child.

Special Educational Needs

Our school is fully inclusive and we have a good record of making excellent provision for children with Special Educational Needs.

Where appropriate the school aims to give special help to children with specific or general learning difficulties as well as to very able children. Such special help will generally be given to the child within the classroom possibly individually or as part of a small group working either with a teacher or Learning Support Assistant.

Children who have been identified as having special educational needs will have an Individual Education Plan (IEP) written for them.

Pupils will not be streamed and all students will have access to the whole of the National Curriculum. However, the work set will match the individual pupil's needs and abilities.

Children with particularly severe learning and/or behavioural difficulties may, with their parents' consent, be referred to the Educational Psychologist or other relevant professional.

The school's policy on Special Educational Needs and school offer are available for parents to view on the school website, with copies available on request from the school office.

Equality Duty

Our school is committed to equality. Therefore:

- We try to ensure that everyone is treated fairly and with respect.
- We try to make sure our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of: their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. We also welcome our specific duties to publish information every year about our school population, to explain how we have due regard for equality, and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households

- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects

The school is always looking at ways of improving the access for children, parents, staff and other users of the school and the Governing Body have produced an Accessibility Plan that details our plans for improving the accessibility of our school. This document is published on the school website and copies are available on request from the school office.

Safeguarding

We are committed to safeguarding and promoting our pupils' welfare, safety, health and guidance by fostering an honest, open caring and supportive climate. The children's welfare is of paramount importance.

We fully recognise the responsibility we have under the Education Act 2011 and the contribution it can make to protect children and support pupils in school.

All staff involved with children (teaching and non-teaching) have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns.

How the school's governing body discharges its statutory duties in promoting the welfare of children who are pupils at the school is detailed in our Child Protection Policy which can be viewed on the school website, with copies available on request from the school office.

Looked After Children

Children and young people become "Looked After" when they are accommodated by the local authority. This could be a voluntary care arrangement or a decision made by Children's Social Care. Most Children Looked After will be living with foster parents but a smaller number may be in children's residential units, living with a relative or even be placed at home with their birth parents. Since the White Paper 'Care Matters' of July 2007 the term "Children in Care" is also in use.

The governing body of Dunster First School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes. We fully subscribed to the five outcomes of Every Child Matters and, therefore, the Government's aim for every child, whatever their background or their circumstances, to have the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The school's Children Looked After Policy can be viewed on the school website, with copies available on request from the school office.

Behaviour

Through high expectations the school has always achieved outstanding standards of behaviour from the children and excellent relationships between adults and children. The school's Behaviour Policy is intended to build upon these standards. The policy is available for parents to view on the school website, with copies available on request from the school office.

We believe it is important that the school provides a clear and consistent approach to behaviour, which can be adopted by staff, pupils and parents. All members of the school community have the right to feel secure and well respected. Everyone is expected to show courtesy, tolerance and respect for others and to behave in a responsible manner.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of promoting good behaviour, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own behaviour.

Our school's approach to managing behaviour is supported and underpinned by our commitment to and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL).

Code of Conduct

The five golden rules of the code of conduct are on display throughout the school and are intended to encourage pupils to develop a respect for others around them, and for books, equipment and the school environment as a whole. Pupils will be made aware of the code of conduct when they start at the school and they will be expected to act within these guidelines.

1. We are kind and friendly;
2. We look after our school and everything in it;
3. We help and respect each other;
4. We are polite to everyone;
5. We move around the school carefully.

School rules and discipline

All children are made aware of the few simple rules we operate in school in order to ensure smooth running and safety. These are listed below.

- ❖ Having arrived at school no child may leave the premises until 3.25pm unless going home for lunch or there is a written request from a parent or guardian.
- ❖ All children who are collected by parents must wait for them inside the school premises and must go with no-one else unless there is a prior arrangement.
- ❖ If for any reason a child is not collected on time after school, when they normally go home with parents, they must not take it upon themselves to walk, but must tell a member of staff.
- ❖ No child may go in the swimming area without an adult present.
- ❖ The house garden is out of bounds as are the school gardens unless a member of staff is present.
- ❖ Sometimes a child may be kept in at playtimes, for one of the following reasons:-
 - (a) Misbehaviour
 - (b) Unsociable behaviour in the playground
 - (c) To finish work that was not completed in class time or to re-do work that was not up to the standard of that child.

Gifted and Talented

Our school accepts the definitions outlined by the DfE with regard to the terms Gifted and Talented. These are as follows:

Gifted Children - This refers to children with academic abilities in one or more subjects in the statutory curriculum other than art and design, music or PE. It is widely accepted that the top 5 to 10% of children are regarded as being gifted. This figure will obviously vary from class to class and school to school.

Talented Children - This refers to children with abilities in art and design, music, PE or performing arts such as dance and drama.

Pupils may be Gifted or Talented in one area or be "all-rounders".

The school's Gifted and Talented Children Policy aims to make provision for such pupils in terms of:

1. An appropriate curriculum

2. Work at a higher cognitive level
3. Opportunities to develop specific skills and talents
4. The education of the whole child, both socially and intellectually

The policy can be viewed on the school website, with copies available on request from the school office.

Your child's next school

At the age of nine, children transfer to one of the local middle schools. The Head can, on request, provide full information about these schools. In the autumn before a child is due to move to a Middle School the Local Authority will send to parents, particulars of all the schools available in the area.

How to make a Complaint

A copy of the schools Complaints Policy and Procedures, which sets out in detail the three stages of the complaints procedure, is available on the school website or on request from the school office.

We hope that any complaints that parents may have can be resolved by the school. Therefore any complaints, in the first instance, should normally be made to the class teacher or Headteacher. It is hoped that in most cases complaints will be resolved at this level. However, if a complaint cannot be resolved at this level (ie with the Headteacher) then the parent should submit his/her complaint in writing to the Clerk of the Governors. If the matter cannot be resolved by the Governing Body, or subsequently by a Complaints Appeal Committee, and the complainant is still dissatisfied with the outcome of the complaints procedure, they have the right to contact the Secretary of State.

Availability of Information

DfE regulations require the school to make certain items of information available at the school to parent and the public. The school holds information on the following:

- The LA's statement of curriculum policy.
- Any Statutory Instruments and circulars sent to schools by the DfE about the Curriculum and National Curriculum.
- Any published HMI or OFSTED reports which refer explicitly to the school.
- Any schemes of work currently used by teachers in the school.
- Any syllabuses followed, including those for public examinations.
- A full copy of the arrangements for the consideration of complaints about the school curriculum made by the LA.
- The LA's agreed syllabus for Religious Education.
- Any school policy documents that have been produced.
- The school also holds copies of the prospectus, which are available free to parents, on request, at the school.

Fair Processing of Information

The School processes personal data about its pupils and is a "data controller" in respect of this for the purposes of the Data Protection Act 1988. A notice of fair processing for parents, giving information about how data is used and shared is set out below, and is also available on the school website (www.dunsterfirstschool.org.uk)

Privacy Notice - Data Protection Act 1998

We (Dunster First School) are the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about your child from your child's previous school/pre school setting. We hold this personal data and use it to:

- Support your child's teaching and learning;
- Monitor and report on your child's progress;
- Provide appropriate pastoral care, and
- Assess how well your child's school is doing.

This information includes your contact details, your child's national curriculum assessment results, attendance information¹ and personal characteristics such as ethnic group, special educational needs and any relevant medical information.

We will only use images and pictures with your consent and as outlined in the 'Consent Form for the Recording and Use of Images' which you are required to sign initially when your child starts school and periodically throughout their time at the school.

We will not give information about your child to anyone outside the school without your consent unless the law and our rules allow us to. We are required by law to pass some of your child's information to the Local Authority and the Department for Education (DfE). If you want to see a copy of the information we hold and share about your child then please contact Miss McEntee at the school. If you require more information about how the Local Authority (LA) and/or DfE store data please contact these institutions directly at the following addresses:

Information Governance Team
Somerset County Council
County Hall
Taunton TA1 4DY
Email: informationgovernance@somerset.gov.uk

Public Communications Unit
Department for Education
Sanctuary Buildings, Great Smith Street
London SW1P 3BT
Website: www.education.gov.uk
email: info@education.gsi.gov.uk
Telephone: 0870 000 2288

Careers South West Ltd
3 Mendip House
High Street
Taunton TA1 3SX

Capita SIMS
Franklin Court, Stannard Way
Priory Business Park
Cardington
Bedford MK44 3JZ
Website: www.capita-sims.co.uk/
Telephone: 01234 838080

¹ Attendance is not collected for pupils under 5 at Early Years Settings or Maintained School/Academies

Headteacher



Mr P Hoyland

Teaching Staff



Miss Collins
Reception



Mrs Hall
Year 1



Mrs Hawkins
Year 2



Mrs Vickery
Year 2



Mrs Gray
Year 3



Mrs Lancaster
Year 3



Mr James
Year 4

Learning Support Assistants

Mrs A Leworthy
Mrs K Evans

Miss T Moles
Miss J Dalby

Mrs L McClafferty
Mrs M Osborne

Ms J Turton



Assistant

Caretaker



Mrs K Lewis
School Business Manager



Mrs H Hickman
Business Assistant



Mrs R Thrush
Admin Assistant

Mr W Wake
Site Manager

Midday Supervisors



Mrs Webber

Ms Green



Mrs Welsher



Mrs Sutcliffe



Mrs Fletcher

Mr Veal

Kitchen Staff

Sarah Masters

Jana Olsanska



Monstas Inc Dunster After School Club

Mrs R Webber Mrs L Welsher Mrs S Fletcher Mrs A Leworhty

Friends of Dunster School

Chairs: Mr P Lancaster/Mr D Noble Treasurers: Miss R O'Hagan/Mrs E Wheatley
Secretaries: Mrs S Stanbury/Mrs K Noble

Governing Body



Co-opted Governors

Mrs S Buck
Mrs A Leworthy
Mrs J Luty
Mrs K Noble (Vice Chair)
Mrs H Webber

Local Authority Governor

Mr S Murray

Parent Governors

Mrs Helen Jenkinson
Mrs Carys Newell
Mrs S Stanbury (Chair)
Miss E Wheatley

Headteacher

Mr P Hoyland

Teaching Staff Governor

Miss L Collins

Clerk to Governors

Miss K McEntee

The role of Governors is now far reaching with wide ranging responsibilities. In order to carry out these responsibilities more effectively we have formed the following sub committees:

- Finance, Appraisal and Pay
- Premises, Health and Safety
- Curriculum

The full governing body and the sub committees meet at least once a term. The Governors also meet with the staff and visit the school on a regular basis.

Useful Contact Numbers

Pre School 01643 822233
LA Parent Enquiries 0300 123 2224



Dunster First School is a health promoting organisation and smoking is not allowed anywhere on the premises, building or grounds

Somerset School Terms and Holidays 2017/2018 Academic Year

September 2017					October 2017					November 2017						
M	4	11	18	25	M	2	9	16	23	30	M	6	13	20	27	
Tu	5	12	19	26	Tu	3	10	17	24	31	Tu	7	14	21	28	
W	6	13	20	27	W	4	11	18	25	W	1	8	15	22	29	
Th	7	14	21	28	Th	5	12	19	26	Th	2	9	16	23	30	
F	1	8	15	22	29	F	6	13	20	27	F	3	10	17	24	
Sa	2	9	16	23	30	Sa	7	14	21	28	Sa	4	11	18	25	
Su	3	10	17	24	Su	1	8	15	22	29	Su	5	12	19	26	
December 2017					January 2018					February 2018						
M	4	11	18	25	M	1	8	15	22	29	M	5	12	19	26	
Tu	5	12	19	26	Tu	2	9	16	23	30	Tu	6	13	20	27	
W	6	13	20	27	W	3	10	17	24	31	W	7	14	21	28	
Th	7	14	21	28	Th	4	11	18	25	Th	1	8	15	22		
F	1	8	15	22	29	F	5	12	19	26	F	2	9	16	23	
Sa	2	9	16	23	30	Sa	6	13	20	27	Sa	3	10	17	24	
Su	3	10	17	24	31	Su	7	14	21	28	Su	4	11	18	25	
March 2018					April 2018					May 2018						
M	5	12	19	26	M	2	9	16	23	30	M	7	14	21	28	
Tu	6	13	20	27	Tu	3	10	17	24	Tu	1	8	15	22	29	
W	7	14	21	28	W	4	11	18	25	W	2	9	16	23	30	
Th	1	8	15	22	29	Th	5	12	19	26	Th	3	10	17	24	31
F	2	9	16	23	30	F	6	13	20	27	F	4	11	18	25	
Sa	3	10	17	24	31	Sa	7	14	21	28	Sa	5	12	19	26	
Su	4	11	18	25	Su	1	8	15	22	29	Su	6	13	20	27	
June 2018					July 2018					August 2018						
M	4	11	18	25	M	2	9	16	23	30	M	6	13	20	27	
Tu	5	12	19	26	Tu	3	10	17	24	31	Tu	7	14	21	28	
W	6	13	20	27	W	4	11	18	25	W	1	8	15	22	29	
Th	7	14	21	28	Th	5	12	19	26	Th	2	9	16	23	30	
F	1	8	15	22	29	F	6	13	20	27	F	3	10	17	24	31
Sa	2	9	16	23	30	Sa	7	14	21	28	Sa	4	11	18	25	
Su	3	10	17	24	Su	1	8	15	22	29	Su	5	12	19	26	

Key:

	School holiday
	Bank holiday
	Term time
	INSET

Term dates summary:

Term 1: 04 September – 20 October 2017 (35 days)
 Term 2: 30 October – 21 December 2017 (39 days)
 Term 3: 08 January – 09 February 2018 (25 days)
 Term 4: 19 February – 23 March 2018 (25 days)
 Term 5: 09 April – 25 May 2018 (34 days)
 Term 6: 04 June – 24 July 2018 (37 days)

TOTAL =

Bank and public holidays 2017/2018

Christmas Day Bank Holiday 2017	25 December	Easter Monday	02 April 2018
Boxing Day Bank Holiday 2017	26 December	May Day Bank Holiday	07 May 2018
New Year's Day Holiday	01 January 2018	Spring Bank Holiday	28 May 2018
Good Friday	30 March 2018	Summer Bank Holiday	27 August 2018