

Thingwall Primary School

PROSPECTUS

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Headteacher: Miss D L Cronin

**Pensby Road
Thingwall
Wirral
CH61 7UG**

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1. Introduction

I hope that the information contained in this prospectus will prove helpful and play its part in making your child's learning experiences happy and productive. I see education as a partnership between teachers and parents. The bond between teacher and parent will directly affect your child's progress and will strengthen our school family. A healthy partnership based on mutual trust and support will promote the quality of life of each individual at our school.

Thingwall Primary School caters for the individual needs of each child by offering a broad curriculum in as stimulating an environment as we can create. At Thingwall we aim to ensure that every child is given the opportunity to fulfil their potential in a safe, secure and stimulating environment through high quality education in its broadest sense.

We, as teachers, take pride in our work and school. We are constantly encouraging the children in our care to adopt similar attitudes in their work and their school. You, as parents by your active support and personal example, have as vital a role to play in the 'total education' of our children. Education in school is not an isolated process, but is linked with other influences, particularly those of the home. Education is concerned with the development of the whole child - the physical, mental and spiritual growth; the feelings, attitudes and relationships; the character and personality.

The information in this prospectus relates to the general educational provision of Thingwall Primary School. Information about each particular school year will be found in the School Profile, school website, our VLE and the school's regular newsletters.

DLCronin
Headteacher

2. Local Authority (LA)

Director of Children and Young People's Department: Mr D Armstrong (Acting)

Address: CYPD
Hamilton Building
Conway Street
Birkenhead
CH41 4FD

Telephone Number: 0151 606 2000

3. School Governors

The School Governors meet formally at least once a term at the school and also make regular and welcome visits throughout the school year.

Minutes of termly meetings can be read at school, subject to 14 days' notice to the Headteacher.

The governing body comprises four parent governors, three co-opted governors representing local business and commercial interests; three LA appointees, two staff governors and the Headteacher. Contact with the clerk to the governors can be made through the school.

4. School Details

Address: Thingwall Primary School
Pensby Road
Thingwall
CH61 7UG

Telephone Number: 0151 648 4885

School Day: Morning Session: 8.55 am : school begins
9.00 am - 12.00 pm
Lunchtime: 12.00pm - 1.00 pm (Key Stage 2)
12.00pm - 1.10 pm (Key Stage 1)
Afternoon Session: 1.00 pm (KS 2), 1.10pm (KS1)
3.30 pm : school ends

Both sessions include registration, a daily assembly including a short act of collective worship and two fifteen minute breaktimes.

Age Range: 4/5 to 11 years

School Group: 2

5. Philosophy and Aims of the School

Thingwall Primary School caters for the age range 4/5-11 and this is regarded as the most inquisitive and informative period in a child's mental and physical development. The school is committed to promoting every child's individual development, ensuring all children reach their full potential - intellectually, physically, socially, morally and spiritually.

Our School Motto is '**Teachers **Parents and **Students - Together **Promoting **Success'****. We believe in working with pupils, parents and governors to promote a truly inclusive approach to all aspects of school life. We believe that our school should promote mutual courtesy and respect with no-one feeling left out. Therefore all our pupils are given the same opportunity to develop academically, socially, physically, emotionally and culturally.******

At Thingwall we believe that '**Every Child Matters'**. We pride ourselves on a creative approach to the curriculum and feel that every child is given a chance to experience this within a fully inclusive and caring environment. We also want to maximise the opportunity for all our pupils to develop and celebrate their individual skills and talents.

We aim to prepare young minds for a future that will be demanding and fast changing. The one constant for all pupils is the ability to empathise with others and work as team members. We have high expectations of all our pupils and encourage them to take responsibility for their own actions and be part of quick, effective and inclusive solutions to problems and differences that will inevitably occur from time to time. We believe the ability to work as a team and resolve problems quickly and effectively will be a great asset to our pupils as they progress through their time in school. Indeed these qualities will be essential life skills for the future.

As a fully inclusive school we have developed close links with Stanley Special School. This has meant that our children have had experiences with a wide range of pupils from different backgrounds and abilities and have an inclusive approach when meeting children or adults with any form of disability.

As part of our multicultural society, pupils are introduced to the beliefs, values and customs of other societies, and are encouraged to appreciate the contribution made to their own and other societies by different groups. The school also recognises specific cultural events and the value of deepening pupils' responses to them through other subject areas. In studying Thingwall pupils' own cultural traditions and practices, it is important to appreciate the diversity of other traditions. Pupils are given the opportunity to express an understanding of, and a sensitivity towards, other cultural groups.

6. Curriculum

EQUAL OPPORTUNITIES:

The school is committed to:

- promoting equal opportunities for girls and boys

This commitment is evident in:

- school curriculum policies and practices;
- reflected in the use of language and actions by adults and children alike.

Children need a range of personal and technological skills. Competency in such skills will enhance personal and vocational opportunities in later years, and should not be inhibited by

gender. All pupils, therefore, will have access to a range of skills. Teachers will provide learning contexts which will counter differentiation based on gender bias through:

- **Play:** encouraging pupils to explore all areas of role-play.
- **Technological Awareness:** promoting all pupils' interest and competency in practical tasks and problem-solving activities in curriculum subjects.
- **Language:** enhancing the expressive skills of pupils and the appropriate use of vocabulary.
- **Literature:** addressing the stereotypical images associated with work roles, different creeds or cultures.
- **Drama:** exploring situation and relationships which counter prejudice and discrimination.
- **Personal and Social Education:** fostering skills to develop effective and satisfying personal/social relationships; to promote self esteem.
- **Art and Music:** experiencing the range of skills involved in creative art/music activities; expressing creativity for all pupils.
- **Physical Education:** targeting the development of skills in promoting the health and fitness of all pupils.

All pupils will access the curriculum and make progress through its provision.

NATIONAL CURRICULUM AND RELIGIOUS EDUCATION: A curriculum is the programme of learning experience that is planned for children in school. The National Curriculum defines what every child should be entitled to in their school programmes. It is defined in terms of academic subjects and is part of the whole curriculum as determined by the individual school. The 'core' subjects are English, Mathematics, Science and ICT and the non-core foundation subjects History, Geography, Music, Design and Technology, Art and Design, Physical Education, PSHE/Citizenship, Modern Foreign Languages (compulsory from September 2010) and RE. All these subjects are compulsory for all children of statutory school age. Religious Education is provided for all pupils.

The National Curriculum is taught throughout the school from Years 1 to 6. In Foundation Stage 2, children are prepared for the National Curriculum by teaching 'Early Learning Goals' through activities, games and structured learning experiences. Basic numeracy and literacy skills are introduced through elements of the Primary Strategy. By term three, the curriculum structure is similar to that experienced by Year 1 pupils.

The time allocated for the teaching of core and non-core foundation subjects reflect DFE guidelines and good Primary practices. Governors are fully consulted in ensuring the National Curriculum entitlement of all pupils.

Collective Worship: The whole school meets together regularly to share school events, achievements and everyday issues. A distinct and separate part of this is a daily act of worship, which fulfils the requirements of the law, to provide all pupils with a broadly Christian experience of collective worship. Festivals, relationships, the Christian religion and other religions are explored in a variety of ways culminating in a prayer, meditation, hymn or song. All pupils take part in this collective act of worship unless parents have sent in a written request to be withdrawn from this activity on specific grounds.

Spiritual, Moral, Cultural and Social Development: It is important that children gain from the spiritual, moral, cultural and social experiences during their years in school which are provided inside and outside the classroom. We are committed to such development of our pupils, through all aspects of school life. Children are encouraged to reflect on their inner experiences and on issues about the world in which they live. Time is given to discussion and thought about attitudes and behaviour, as well as the development of skills to enable them to play a full part in society in the future and to relate constructively to each other.

Personal, Social and Health Education (PSHE) and Citizenship: PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and the community.

DEDICATED CURRICULUM TIME:

<u>CURRICULUM ACTIVITY</u>	<u>SESSION TIME</u>	<u>CURRICULUM TIME</u>
Bell	8.55-9.00	
Start of school/Registration Class Curriculum Activities	9.00-9.10 am	0.10
School Assembly Curriculum Focused Activities Act of Worship Element (0.05)	9.10-9.30 am (Tue/Thur) 10.10-10.30 am (Mon/Wed/Fri)	0.15
Session One	9.30-10.30 am	1.00
<i>Morning Break (0.15)</i>	<i>10.30-10.45 am</i>	
Session Two	10.45-12.00 pm	1.15
<i>Lunch Break (1.10)</i>	<i>12.00-1.10 pm</i>	
Bell/Registration	1.00 or 1.10 pm	
Session Three	1.05 or 1.15 -2.15 pm	1.00
<i>Afternoon Break (0.15)</i>	<i>2.15-2.30 pm</i>	
Session Four	2.30-3.30 pm	1.00
	Daily Total =	4.40
	Days in Week =	x 5
	Curriculum Time =	23.20

Assessment: A pupil's work is continually assessed to make decisions about planning the next stage of a child's development and to report the pupil's achievements to parents, receiving schools and/or new teachers. As an integral part of teaching, assessment should be simple and straightforward and based on a teacher's own judgement of a pupil's piece of work. The school uses teacher assessment, statutory and non-statutory tests.

Reporting:

There are 3 Parents' Evenings every academic year where parents are invited into school to discuss their child's progress and view work. The school is legally required to produce an annual report on each child's progress from FS2 to 6. The reports also include attendance statistics and details of a pupil's general progress and guidance for future development. If you require a duplicate copy of your report because of personal family circumstances we suggest you inform the class teacher and the School Office. During the final Parents' Evening of the academic year parents are invited to discuss their child's report with the teachers. Reports on pupils at the end of both Key Stages also contain comparative information about the attainment of all other school pupils and the national results in the preceding year.

End of Key Stage Assessment Results: The performance of 7 and 11 year-olds achieving particular levels are based on the National SATs Tests held in May of each academic year. Parents are actively discouraged from taking children out of school during this important time.

End of Key Stage Targets Agreed by the Governing Body: The Governors review, agree and endorse the end of key stage targets annually. The targets are based on in-house tests and assessments and are set at the end of an intensive target-setting process.

Special Educational Needs: The Special Needs Co-ordinator has responsibility for monitoring children with special needs with staff and for making provision within the curriculum. A special need exists when a child experiences significantly greater difficulty than their peers in a specific area. Individual Education/Behaviour Plans are developed with relevant staff and shared with parents. The Headteacher reports to Governors each term on SEN. The school receives advice and support from the Special Education Support Service, Wirral Health Authority and the Education Social Welfare Officer.

Complaints about the curriculum can be dealt with in accordance with Section 23 of the 1988 Education Reform Act. The Authority has adopted a procedure to deal with any complaints about the curriculum. If the complaint cannot be settled, initially, within the school's framework, then more formal channels can be followed. Enquiries about the complaints procedure may be made to the school.

Inclusion: Curriculum planning ensures that provision is made to meet the individual requirements of pupils and that all children are given the appropriate learning opportunities to enable them to progress.

More Able Pupils: All abilities, including the most able, are catered for within the resources of the school. Children are clearly identified by the class teacher and/or the Co-ordinator as exhibiting special abilities and/or talents. These children are given opportunities to be challenged and their learning accelerated through classroom differentiation and outside agency support.

Health Education: The Governors adopted the Local Authority's policy guidelines on Sex and Relationships Education as a "Policy for Self Awareness". The provision of SRE in primary schools remains at the discretion of the school; parents, however, still have the right to withdraw their children from all or part of the SRE offered. Parents are also invited to informal discussions for the previewing of pupils' materials. The Governing Body takes the view that all issues of sex education, including HIV and AIDS, be seen as part of the promotion of good health in the context of positive educational experiences under the broad umbrella of Health Education and Self Awareness. The school needs to tackle controversial issues when it is apparent that pupils are faced with making informed choices about personal relationships and social activities.

Extra Curricular Activities: Clubs are held during the lunchtime and after school. A variety of clubs are held throughout the year and these can be viewed on the extra-curricular timetable in the canteen area. Written parental consent is required before children may participate in extra curricular activities after the end of afternoon school and parents must state whether their child is to walk home after the activity or wait for a parent to collect them.

Year 6 Residential Trip: The field trip involves a two night residential trip and provides opportunities for pupils to share experiences and to work alongside each other. The children stay at Burwardsley Outdoor Education Centre in Cheshire and thoroughly enjoy themselves!

HOME LEARNING:

Thingwall Primary School supports the concept of homework as developing the close and supportive relationship between home and school. Parents can form ideas as to how their children approach work and at what rate they complete tasks. The concept of homework also develops a work ethic in the child and encourages disciplined, independent learning which will prepare him/her for future education. Parents are informed of the nature and frequency of homework in the Autumn Term of each academic year when they will also receive an overview of the curriculum.

Early Years and Key Stage One:

Homework will include:

- Word learning for Breakthrough (FS2 only)
- Reading books to be shared with parent/guardian
- Weekly spellings at Year 1 (start after Christmas) and Year 2 which will include:
 - Key words
 - Topic words
 - Word families
- Numeracy tasks where appropriate
- Topic related work as appropriate
- Extra work as necessary for the child's benefit

Key Stage Two:

A balanced provision of homework in Years 3-6 will be taken from:

- Home reading
- Spellings and Vocabulary activities
- Tables (multiplication and division)
- Maths and Literacy activities
- Support work for children having particular problems; to reinforce class-based work
- Research work appropriate to year group topics

7. School Discipline

The school uses rewards and sanctions to encourage firm but fair discipline as embodied in the school's Behaviour Policy. As part of the rewards element, the school has established Good Work Assembly "Certificates of Excellence" to acknowledge pupils' achievements across the full range of school activities. All Key Stage Two classes are split into teams and Year Six Representatives are elected team captain and vice team captain. Team points are awarded for a variety of reasons and can be given by any adult in school. Golden Tickets are also awarded to all children to reward mainly attitude and behaviour. These are collected weekly and the winning class is given a reward. In addition each classroom has specific rewards and sanctions systems and these are at the discretion of the individual class teacher. Each child is encouraged to be a responsible member of the school. The general pattern of firm, fair discipline is aimed at producing good social behaviour and the school needs positive and full support from all parents. As such, throughout school and in each classroom the school's Golden Rules are displayed to promote the expected behaviours.

If a child persistently breaks the Golden Rules then parents will be asked to visit the school for discussions about the child's behaviour. While the general pattern of discipline in the school lies with the teachers, the overall concern for good standards of behaviour is a shared responsibility between home and school. The school needs a disciplined start to the day, and to this end all children should be on the school premises by 8.55 a.m. Children who are late

will be recorded as such in the class register. Assemblies and “Circle Time” provide opportunities for school discussions on rules and responsibilities. The range of assemblies as identified in the Collective Worship Policy is seen as integral to the school’s delivery of the whole curriculum.

8. Uniform

All pupils will be encouraged to wear the correct school uniform.

The **boys' uniform** consists of: grey shorts/trousers, blue or white shirt/polo shirt, black or white socks and a grey sweatshirt. The boys should wear sensible shoes, **not** trainers; pumps/trainers are **only** to be worn in games or physical education. All items should be clearly named.

The **girls' uniform** consists of: grey skirt or pinafore dress, blue or white blouse/polo shirt, grey sweatshirt or cardigan. The summer uniform for girls is a blue gingham dress and a white cardigan if you wish. Trousers may also be worn during the winter months. The girls should wear flat heeled shoes at school. All items should be clearly named.

If a child’s hair is long enough to be tied back, it should be done so with an appropriate and suitable school coloured bobble which adheres to health and safety regulations.

The **Games Kit** consists of: black shorts, a white T-shirt, pumps for indoor use and trainers for outdoor use. Pumps for younger children should have elasticated or velcro fronts. Each child should provide a pump bag/holdall to secure all kit and this should be kept in the cloakroom. All PE kit items and bags should be clearly named to avoid confusion when the children are getting changed!

If a pupil persistently forgets his/her PE kit for any indoor/outdoor activity, then teachers will inform parents of the problem, and request that the appropriate kit is made available.

Uniform bearing the school's logo can be purchased from school. Order forms are available from the School Office and should be returned with full payment to Mrs Hamel. If items are in stock they will be delivered to your child within a few days.

Swimming lessons are included on the timetable and each child should have a swimming costume available if the class has been allocated swimming time. Swimming lessons for children in Key Stage 2 take place at Woodchurch Leisure Centre and parents will be informed of all arrangements. Goggles are not permitted and children with long hair should wear a swimming cap.

Please note:

- All pupils are required to take part in physical education, swimming and games unless teachers are informed by the parent/guardian on the day of the lesson.
- Pupils are not permitted to wear any forms of jewellery during the school day, except for a wrist watch and stud earrings. If stud earrings are worn they must be removed for all PE lessons unless a disclaimer is signed by the parent/carer. Where a disclaimer has been signed, studs should be covered with plasters. Plasters should be provided by the parents. Neither the school or the Local Authority can be held responsible if any accident should occur if jewellery is worn.

9. Educational Visits

Day Visits: The legal position regarding payment for school visits is that the school may not make any charge to parents for education which forms part of the normal curriculum of the school. The school's policy on class visits is that they form a vital part of a child's widening educational experience and directly relate to many of the learning situations developed within the school. Therefore, parents are requested to make a voluntary contribution.

It remains, however, that voluntary contributions will offset any need to use capitation funds. Cost indications and suggested contributions will be provided for each visit. I would stress that any such contributions are purely voluntary, that you are under no obligation to pay, and that no child(ren) will be prevented from going on the visit as long as the parent's permission is given. In the event of insufficient contributions to fund educational visits, however, it may be necessary to cancel such events.

Parents' specific permission is required for each day visit. You will be asked to complete and return a form together with any contribution by a set date. The wording of the parental consent form makes provision for legal requirements regarding insurance. Appropriate forms are available for Jehovah Witness families if requested.

All parents who help in the transportation of pupils will be asked to complete a form regarding their insurance policy. It is also advisable to check with the insurers that the policy makes provision for general/domestic/pleasure use; this should be a standard requirement.

It is also important to stress that seat belts and child seats when necessary must be used in transporting pupils.

10. General Information

Absences: Please ensure that you notify school by 9.00am by phone call or in person if your child is absent from school for any reason. The school has to keep a record of all absenteeism and must submit records if required. Holidays during term time are discouraged however, if this is unavoidable, an application for time off during term time for holidays (to a maximum two week period) must be made on an official Authority holiday form obtainable from the school secretary. Children must stay on the school premises during normal school hours unless the school has received a written request. School keeps a record of all absences and late marks and will inform parents if their child's absence drops below a particular percentage on a termly basis. Persistent absenteeism is taken very seriously and the school works closely with the Education Social Welfare Officer to help to combat this.

The school has to report annually to parents the number of unauthorised absences and late marks for each pupil. This will be enclosed with your child's final year report.

If your child is taken ill at school, or has an accident, we may need to contact you immediately. Emergency phone numbers and alternative addresses must be provided on admission on the contact form. It is important, therefore, that any change in such arrangements should be notified to the school as a matter of urgency.

If any child is absent through illness and parents request 'homework', teachers will need 24 hours notice of this request in order that appropriate work can be set. Any planned holiday

during term time is actively discouraged. Children will not be provided with work during such absences.

Admissions Policy: The Local Authority will only admit a child if his/her fifth birthday falls in the child's first school year.

All children can be admitted at the beginning of the Autumn Term on a full-time basis, admissions being phased over a period notified to parents prior to 1 September.

Any parents proposing to send pupils to the school are most welcome to make viewing arrangements through the school secretary. Application forms can be obtained from the Local Authority.

Appointments and Interviews: In addition to the usual three Parents' Evenings a year if you wish to enquire about your child's progress or if you wish to discuss any problems concerning your child, we would be pleased to make appropriate appointments. Of course, we do also operate an open door policy and your child's class teacher will be available to speak to you informally at either end of the school day.

Health and Safety at Work Act: The school operates a Health and Safety Policy in line with the Wirral Borough Council's Health and Safety Policy and Guidance Handbook. All employees of the Wirral Authority serve to look after the welfare of all pupils while in the charge of the school. Neither the school staff nor the governors, however, can accept responsibility for any loss or injury sustained by a child on the premises more than five minutes before the official beginning of the school day (8.55 a.m.) nor more than five minutes after the end of afternoon school (3.30 p.m.). Any staff around school will, of course, deal with any emergencies arising outside these times.

School Emergency Management Plan: There is a school emergency management team and a network of potential LA support appropriate to dealing with a range of emergency situations. Such situations, usually sudden in their development, involve the experiencing of significant personal distress, to a level which potentially overwhelms normal responses and procedures, and which is likely to have emotional and organisational consequences. It is hoped that the Emergency Management Plan will provide reassurance and support based on previous LA experiences and practical guidance.

Health and Hygiene: Medical assessments of children in the Foundation Stage 2 and Year Six classes are held in school during the first year. Parents will be notified of these by the school nurse, Helen Finland.

All children may occasionally have their hearing or eyesight tested. The school dentist also carries out regular inspections. Parental permission for these examinations is assumed unless a specific written request is given prior to the examination, stating that a particular child be excluded.

Please tell us if your child has any special medical problems such as asthma. Medication must be kept in the School Office and parents must sign the relevant form, giving written consent. This is with the exception of inhalers and other emergency medicines which must be given to the class teacher and kept in the classroom at all times in a clearly labelled box. Parents are always welcome to come to school to discuss any problems or anxieties which may arise concerning their children. The school nurse regularly attends school and is actively involved in the life of the school. The school nurse may be contacted via the school if requested. The school must be informed immediately of any cases of infectious diseases so that the welfare of all pupils can be monitored closely and any necessary action can be taken.

The Medical Room is available for all children requiring specific medical support and/or privacy.

Sun Awareness: Excessive sun exposure is a major risk factor for skin cancer in later life. In recognising that skin protection is most important, the school continues to work towards increasing pupils' knowledge and creating appropriate environments for pupils to stay safe in the sun.

The school would like to recommend the following strategies in ensuring the safety of children playing outdoors, particularly during the summer term. The school's position is as follows:

- parents will be encouraged to apply sun cream protection before the school day;
- children may bring their own suncream (in a named box) to school and apply it themselves;
- children will not be allowed to offer their sun cream to other children;
- class teachers and other staff members will not apply sun cream;
- children will be encouraged to wear protective clothing, in particular suitable headgear;
- children will be encouraged to use the shaded playground areas.

Parents who are concerned about these strategies and/or need to discuss other issues, can contact the school. It is hoped the above strategies will address the problems and recognise sun awareness as an important school issue. There are, however, important practical difficulties in meeting everyone's concerns and the professional practices of the school/staff need to be balanced against the recognised needs of pupils.

Child Protection Procedures: From time to time, the school receives information from a variety of sources (children, parents or other adults) concerned with the protection of individual children from abuse. This information, particularly that dealing with allegations and suspicions of abuse, will always be dealt with as confidentially as possible, and made known to the smallest number of staff who need to know. All teachers and non-teachers have been alerted to these procedures and are duty-bound to act upon them.

Parents do need to be aware that whilst we will deal with such information with sensitivity and care, there are legal responsibilities laid upon the school to report actual allegations to Social Care. There are procedures we are expected to follow if suspicions are passed to us. All of us, as adults, have to accept that it is the protection of the child who may be at some kind of risk which is most important. A copy of Child Protection Procedures is available for inspection at the school.

Racial Harassment and Racial Incidents: There is a legal requirement placed upon school to ensure that staff and pupils are not subject to racial harassment. Thingwall Primary School's policy on 'Racial Harassment and Racist Incidents in Schools' aims to ensure that all employees and pupils are treated with respect and dignity, irrespective of race, colour, nationality, ethnic or national origin or religious beliefs. The school sets out to provide an environment of positive working relationships free from racial harassment and racist incidents which maximises skills and abilities and sets a good example to all. Any incidents which impact negatively on these relationships, and cause individual concern, will be reported to the appropriate Governing Body committee and recorded on-line and forwarded to the Senior Officer (Community Safety), Hamilton Building, Conway Street, Birkenhead.

Accidents: If a pupil sustains a head injury, no matter how insignificant at the time, then a note will be sent home informing parents, followed by a text message to the primary mobile telephone number. If a child sustains an injury which requires first aid treatment then an injury form will be sent home, followed by a text message. All accidents are fully recorded in the appropriate accident files and any accidents requiring hospital attention will be reported to the Local Authority. All staff are fully first aid trained and key staff are paediatric first aid trained also.

Insurance - Cover for Accidents in and out of school hours: The Council holds a Public Liability Insurance Policy. This policy will provide compensation in respect of claims made where pupils or members of the public have been injured or have suffered loss of or damage to property through the proven negligence of the Council or its staff. This policy extends to cover staff who may similarly suffer injury, loss of or damage to property.

Personal Accident insurance cover is not provided by the Council.

Due to increasing concern at the number of accidents involving children which result in some form of permanent disability, the Schools Group Personal Accident Insurance Scheme was devised to provide financial benefit in such instances and be offered to parents with children at school, on a purely voluntary basis.

The Scheme has been warmly welcomed by Parent Associations and parents alike as being extremely worthwhile and fulfilling an important need.

Brochures are provided free of charge by the Scheme Administrators and further information can be obtained from: Brown Shipley Schools Limited, 9-17 Perrymount Road, Haywards Heath, West Sussex. RH16 1TA

Mealtimes: The school operates a Cash Cafeteria system for all children. Key Stage Two children are responsible for their own dinner money each day and Key Stage One monies should be given to the class teacher or School Office at the start of every week. Named purses or wallets should be used for safekeeping of money and secured about the person. Children will be able to select a choice of food from the daily 'Meal Deal' menu. Children not having Cash Cafeteria meals will be able to bring packed lunches to school. Any child wishing to change to a packed lunch should provide one week's notice to the school secretary.

Children having packed lunches must have suitable containers for their sandwiches. Water is available for drinking, and the children are requested not to bring any hot liquids, canned drinks or other fizzy drinks into school. Any other refreshments for lunchtime should be brought in a child's unbreakable thermos flask. Children must not bring any glass containers into school. It is requested that children do not bring sweets into school for mealtimes, birthday treats or playtime snacks. Thingwall is a Health Promoting School.

Children who are new admissions in the 4+ age group (September) will stay for lunch when they are completely settled into the life of the school.

Milk Provision: Milk is available during morning breaktimes. Parents are able to order Dental milk as an option to the ordinary school milk, this contains fluoride. The cost is notified at the beginning of each new term.

It is requested that the form "Arrangements for the School Year" be forwarded to school before the end of the summer term in order that meal arrangements/milk provision can be organised for September, together with any milk payments. Any late forms will not be guaranteed milk for the first two weeks.

Money Returns: Any money sent into school should be enclosed in a sealed envelope clearly marked with the child's name, class number, amount enclosed and payment details. This should be given to the class teacher for registering. Your help in this particular matter would be greatly appreciated. Please do not leave money on the secretary's desk as we do not accept responsibility for any money that goes missing.

Parking Outside School/School Car Park: If you need to use the car for transporting your child(ren) to and from school, will you please park a reasonable distance away from the busy area immediately outside the school. The school car park is essentially for the use of staff, visitors needing access to school and service vehicles. ***Please do not use the School Car Park for parking unless you have a blue Disabled Badge – this must be displayed on your dashboard at all times. Parents who are dropping off/collecting from the Before/After School Club are also permitted to park in the car park.***

Children crossing Pensby Road at the junction with Sparks Lane should be accompanied by an adult. At the beginning and end of the school day children should use the crossing patrol outside school.

School Information Letters: There will be regular school information letters circulated on a Friday throughout the academic year informing parents of events and important matters relating to school life. Please remind your children to take home all school letters and return reply slips if, and when, required. It is important to encourage responsibility in our children and I would ask you for your co-operation in ensuring children act as responsible messengers. As part of our Eco-School commitment, all newsletters are available via email to reduce paper use. Please leave email address details with the secretary if you would prefer to receive newsletters in this format. Back copies of newsletters are available to read on the school website if you wish.

Term and Holiday Schedule: A holiday schedule is provided prior to each academic year.

Smoking in Schools: Thingwall operates a strictly no-smoking policy in the school and the grounds.

Lost Property: In order to minimise problems concerning lost property, please ensure that all items are labelled with your child's name. One week's lost property is stored in the dining area, after a week it is transferred to a central store area prior to disposal after three months.

There has been a significant increase of theft from pupils' property throughout Wirral schools. There is no automatic insurance cover for children's possessions and if they are brought into school, then it is entirely at their own risk. Pupils should not bring expensive personal equipment and valuables into school. All Key Stage Two pupils are also responsible for their own lunch money. Pupils' mobile phones are not allowed in school, unless a letter has been received from a parent requesting special permission. If permission is sought, the mobile phone will be looked after by the Head Teacher or Secretary for the duration of the school day.

Parental Involvement: We welcome help from parents both inside and outside the classroom. Parental help is provided to support teacher-directed activities and it is expected that such help will also extend to the support of the school's policies on the day-to-day running of the school. All parents must be CRB cleared.

11. Thingwall Primary School Parents' Association - POTS

The Parents' Association is a vital part of school life and has remained consistent in its aim of acquiring for the children those benefits not normally funded from the school budget. The organised activities have generated funds to support the purchase of computers, library books, storage equipment, music and video equipment, textbooks, art and craft materials, sportswear, role play activities and wet play equipment.

Through the energetic work of its committee, the Association organises many activities ranging from school discos and seasonal fairs to special interest evenings. The success of the

Parents' Association is dependent on the generous support of all parents and friends of the school. Through your help and enthusiasm you will be directly promoting the educational experiences of your own child and I would encourage you to actively support the Parents' Association.

Details of the Association's Committee, its aims and activities can be obtained from the Chairperson, Mrs Jill Cooper, who can be contacted through the school.

12. School Organisation 2012/13

SENIOR LEADERSHIP TEAM

Headteacher:	Miss D Cronin
Deputy Headteacher:	Mrs D Vernon (<i>currently on secondment to LA as Maths Advisory Teacher</i>)
Key Stage Two Co-ordinator:	Miss C Parker-Smith (TLR) – <i>Acting Deputy Head Teacher</i>
Key Stage One Co-ordinator:	Mrs M Simpson (TLR)

KEY STAGE ORGANISATION

Foundation Stage 2	Mrs D Darker & Mrs J Goulding	
Key Stage 1 (5-7 yrs.)	Miss K Burnett (Year 1) Mrs M Simpson (Year 2)	
Key Stage 2 (7-11 yrs.)	Miss C Parker-Smith (Year 6) Miss R Arden (Year 5) Miss R Dennehy (Year 4) Mrs C Mitchell (Year 3)	
Teaching Assistants	Mrs L Buckley (HLTA) Miss F Hatchard Mrs H Metcalfe Mrs J Wright	Mrs S Geddes Mrs H Marsland Mrs J Griffiths Mrs Claire Leyland
School Improvement Partner:	Mr Phil Choi	
School Secretary:	Mrs S Hamel	
Clerk to the Governors:	Mrs H Metcalfe	
Caretaker:	Mr P Doffman	

Senior Supervisory Assistant: Mrs L Jones

Cook-in-Charge: Mrs S Burgess

School Crossing: Temporary

Parents' Association Chairperson: Mrs J Cooper

14. Class Organisation September 2012

FOUNDATION STAGE AND KEY STAGE ONE:

Foundation 2	Mrs D Darker/Mrs J Goulding	28
Year 1	Miss K Burnett	30
Year 2	Mrs M Simpson	29

KEY STAGE TWO:

Year 3	Mrs C Mitchell	32
Year 4	Miss R Hennehy	31
Year 5	Miss R Arden	30
Year 6	Miss C Parker-Smith	26

School Total: 206

CONCLUSION

Any comments stemming from this prospectus will be welcome. If there are any questions left unanswered, then please do not hesitate to contact the school.

We look forward to working with you to provide our pupils with the best possible education and to ensure that every child reaches their potential in a safe, secure environment where all members of Thingwall Primary are respected and valued.