
**TANKERSLEY
ST PETER'S CHURCH OF ENGLAND (Aided)
PRIMARY SCHOOL**



**School Prospectus
2016/2017**

'A love of learning developed in a Christian environment'

We aim high and have self belief
We have community spirit
We are enterprising
We have enquiring minds
We respect others



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Dear Parent/Carer

Thank you for showing an interest in our school. We shall be pleased to welcome your child to Tankersley St Peter's C.E. (Aided) Primary School and hope that he or she will be happy and enjoy learning. At Tankersley St Peter's Primary School we are passionate about making sure the children are given the best possible start to their education and we will do everything we can to help your child succeed.

We all share the same aims for our children; wanting them to aim high and have a strong belief in themselves, to feel valued members of the school community and to achieve their full potential in a distinctively Christian environment. As a Church School we aim to create a relationship with each pupil, which is based on acceptance, tolerance, respect, friendship and the sharing of Christian love. In effect, we aim to make the Christian faith implicit in the religious, academic, social and administrative structure of daily school life.

I am sure you will agree that the education of our children is a team effort and you are vital members of that team. You are always welcome to come into school at any time to discuss your child's education and development, more formal invitations are issued for Parents' Evenings and specific school events. Communication between Parents and school is vitally important at all stages of education. We hope that you will feel able to consult with us at any time.

We also have a school website and Facebook page which are updated weekly with important information – please see the details inside. Included in this prospectus is key information about the school which I am sure you will find informative and useful.

I would like to thank you for taking the time to read about our school and I hope to see you in school very soon.

Yours faithfully,

Mrs Jayne Procter-Blain

Head Teacher

Our Vision

'A love of learning developed in a Christian environment'

Our Aims

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We respect others

Our Staff Team

Headteacher:	Mrs J Procter-Blain
Deputy Headteacher:	Mrs S Chadburn (& class 2 teacher)
Assistant Headteacher:	Miss L Johnston
Inclusion/Special Educational needs lead:	Mrs V Gardiner
Teaching Staff:	Mrs C Terrell (F1 Nursery teacher) Mrs M Hartley (F2 Reception teacher) Miss J Adams (Year 1 teacher) Mrs A Townsend (Class 2 teacher) Mr A McNerlin (Class 3 teacher) Mrs V Gardiner (Class 4 teacher) Mrs J Maskill (Class 4 teacher / 0.5 part time) Mr S Evans (Class 5 teacher) Miss L Johnston (Class 6 teacher) Mrs Y Cooper (Music teacher)
EYFS practitioner:	Mrs C Flannery
Higher Level Teaching Assistants:	Mrs R Lack
Sports leaders:	Mr N Hough Mr J Ward
School Business Manager:	Mrs S Snowball
Administration Assistant:	Mrs W. Howe
Premises manager/Caretaker:	Mr D Beet
School Cook:	Mrs P Adams

All of our school staff work closely together to ensure that our school provides a safe, caring and purposeful environment. If you have any questions or queries all of these people are here to help. You can contact school by telephone, in person or by email. Any problems will be dealt with quickly, efficiently and professionally.

Our Governing body

Chair of the Governors	Mrs A. Pickering
Vice Chair	Mr R. Cooper
Foundation Governor	Mrs C. Godber
Foundation Governor	Mrs J. Stewart
Foundation Governor	Ms D. Simpkin
Foundation Governor	Mrs K. Wasden
Parent Governor	Mr R. Cooper
Parent Governor	Mr P. Rees
Ex Officio	Mr J. Twigg
Headteacher	Mrs J. Procter-Blain

Meetings of the Governing Body are held each term and these are minuted. Parent governors are appointed through elections which are held (usually when the term expires for any current parent governors or if a parent governor resigns.) If you are interested in being a parent governor, please speak to the head teacher to enquire if there are any vacancies. Our chair of governors or any other governors can be contacted via the school office.

Historical Background of Tankersley St Peters V.A School

The early history of the School is not very clear, but from the best information available it seems that the Boys' School was built in 1854, the Girls' School in 1875 and the Infant School in 1888.

The School was vested in the Sheffield Diocesan Board of Finance in 1955. Under the initiative of the late Very Reverend Robin Woods, former Dean of Windsor and Bishop of Worcester, a modernisation scheme was completed in 1968. This consisted of three new classrooms, new hall/gymnasium, kitchen and a complete refurbishment of the Infant Department. Also provided was an Administration Block with Head teacher's Room, Staff Room, Medical Inspection Room and Stockroom. Two new classrooms were added around 2000 and a brand new purpose-built 46 place Nursery was built in 2011.

School Organisation - classes

The School is a Co-educational, Church of England (Voluntary Aided) Primary School and caters for children aged 3-11 years.

It is comprised of an EYFS unit for pupils aged 3 – 5, and single form classes in KS1 for Years 1 and Year 2 and in KS2 for Years 3 to Year 6

EYFS - Children are able to start in the Foundation 1 Nursery Class from the age of 3 years and 3 months (if places exceed demand). When the demand for places exceeds the number available, the School's Admission Policy will be implemented. We offer flexible places, including all day options. Please speak to the school with your requirements.

Morning Foundation 1 Nursery session	8.50 am - 11.50 am
Afternoon Foundation 1 Nursery session	12.30 pm - 3.30 pm

The times of the school sessions for Foundation 2 and Year groups 1 - 6 are as follows:

Morning	9.00 am to 12.00 noon
Lunch	12.00 noon to 1.00 pm
Afternoon	1.00 pm to 3.30 pm

Our Curriculum

At Tankersley C of E (A) Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children.

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our creative curriculum which is based on first-hand experience. This encompasses core and all foundation subjects and enables us to provide a high standard of teaching and learning.

Our curriculum will be provided through:

- The school aims - *Aiming high and self-belief, Enterprise, Enquiry, Community spirit and Respect*
- Classroom topics (our Creative curriculum- See topic webs on our website)
- Specific Subject lessons linked to National Curriculum
- Activities outside the classroom (*e.g Forest Schools*)
- Educational visits – linked to the creative curriculum
- Visitors to school
- The context in which our pupils live, locally, nationally, and globally
- PE – Val Sabin and Rawmarsh scheme - Support provided for the PE curriculum by the Sport leads
- Barnsley Partnership events – e.g. Sporting events

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic/Creative curriculum based, with an emphasis on learning English and Maths skills. Pupils will practise and reinforce these skills in topic based work, whilst some subjects, which do not fit into the topic, will be taught discreetly.

Special ‘themed weeks’ will take place across the whole school, throughout the year. For example, Winter Art Week, Science Week, Book Week, Healthy lifestyles week, Fair Trade week, Anti Bullying week, E-Safety week etc.

To support planning the curriculum teachers will use:

- The National Curriculum Sept 2013
- Sheffield STAT assessment outcomes for National Curriculum
- The Barnsley R.E. Syllabus
- The Barnsley PSHE Scheme of Work
- iLanguages French scheme of work in KS2
- The ‘Read Write Inc.’ programme to teach phonics.
- The ‘Read Write Inc’ programme to teach Spelling
- Subject Policies and guidelines as agreed by the Governing Body of this school

Breadth, Balance and Relevance-learning experiences will need to be appropriate to the age, interests and abilities of the individuals and reflect the priorities as outlined in the School Development Plan. Wherever possible children should be involved and have a say in what they would like to learn about-teachers will need to be innovative in providing as many “First Hand” and concrete experiences as possible.

Inclusion in the Curriculum

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Children with Special Needs, including Gifted and Talented pupils

The curriculum in our school is inclusive and designed to provide access and opportunity for all children who attend the school. We always provide additional resources and support for children with special needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If staff, parents or carers raise a concern about a child, the teacher will make an assessment under advice from the SENCO. Our pupils with special educational needs or disabilities have Individual Education Plans to support their access to learning. If a child has a specific or a range of needs, our school does all it can to meet these. In most instances the teacher is able to provide resources and educational opportunities within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

If a child is working well above age related expectations and has a gift or talent in any subject area these will usually be planned for by the class teacher through differentiated lessons and activities. The school endeavours to provide a range of opportunities to allow pupils to develop their talents and gifts through the curriculum and extended opportunities in the arts, music and sports. These 'Able', 'Gifted and Talented' children are recorded on a register/ledger which provides information about the opportunities and interventions that have been delivered.

English

We believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing, speaking and listening skills to enable children to become confident and successful in their literacy. We follow the National Curriculum and other guidance to enable quality learning and teaching to take place. The overall aim for Primary English at Tankersley Primary School is that by the end of Y6 children

- ❖ read and write with confidence, fluency and understanding;
- ❖ use the full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes
- ❖ understand the sound and spelling system and use this to read and spell accurately;
- ❖ have fluent and legible handwriting
- ❖ Have an understanding of key grammatical features

Mathematics

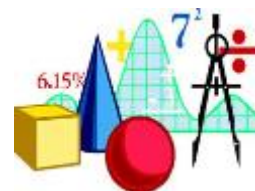
Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work.

Our aims in teaching mathematics at Tankersley are:

- To equip pupils with the mathematics they need to become numerate.
- To develop their ability to apply mathematical skills with confidence and understanding when solving problems.
- To enable pupils to express themselves and their ideas using the language of mathematics with assurance.
- To develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable.
- To nurture a fascination and excitement of mathematics.
- To be able to use and apply the skills in other curricular areas.

Organisation of a maths lesson:

- A daily mathematics lesson of 40- 60 minutes is taught in Year 1- 6.
- EYFS - At this stage pupils experience mathematics on a daily basis. This early introduction to



mathematics will generally be undertaken orally and often in the context of a class theme, e.g. a particular story. Opportunities for mathematics should be developed through daily routines and all areas of learning.

- Pupils are taught in mixed ability classes.
- The skills acquired in the Maths lesson are applied across the curriculum.

More information can be found in our Mathematics policy.

Science

We use a variety of teaching styles in science lessons. Our principal aim is to develop children's knowledge, skills and understanding. Sometimes, we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs. They use ICT in science lessons where it enhances their learning. They take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in real scientific activities, such as investigating a local environmental problem, or carrying out a practical experiment and analysing the results. More information can be found in our Science policy.

Computing

Computers, IPADS and other devices are used to enhance the quality of learning across the Curriculum and children are taught to develop a range of computing skills (including coding) which are needed for this purpose. All classes have access to lessons in the Computing suite where we have 18 computers linked to a central server. There are also classroom computers and a portable suite of 18 IPADS for pupils to use. All classes have either multi-touch screen or classroom Interactive Whiteboards which are used as an integral tool for teaching and learning across the curriculum. Each class also has a visualiser to project images to the screens. The large projector screen in the hall is used to showcase work. More information can be found in our Computing policy.

Religious Education

In this area of the Curriculum we are concerned with developing: values and relationships; spiritual awareness; a response to life; and knowledge. The school uses the Barnsley Agreed Syllabus to support planning

The children consider values and attitudes thought to be desirable and of worth. They are encouraged to explore life, to question and reflect on their own experiences and those of others (much use is made here of suitable fiction and non-fiction) in the hope that they will come to understand that religion is relevant to their own lives and is concerned with the same feelings and experiences that they encounter. We try to help children to recognise and acknowledge the mystery that surrounds life, that it is not always possible to provide neat answers and that some questions have to remain open, leaving the child to continue his/her questioning about life and its meaning. More information can be found in our Religious Education policy.

Children are taught about the Bible and its importance to Christians and are familiarised with key material in the Old and New Testaments. They are taught about Jesus, his life, teaching and importance to Christians. They learn about the Church, festivals and Christian values and beliefs and are given an insight into how religion uses language and symbolism to convey meaning. They are also encouraged to reflect on how religious beliefs affect or alter the way life is lived. Although emphasis is placed on Christian teaching, the children are also taught about other religious faiths, including Hinduism, Islam and Judaism. We hope that by providing our children with an understanding of other World Religions, they will grow up with tolerance of people from other religious backgrounds to their own.

Collective Worship

Daily collective worship takes place over the week. This involves a whole school assembly with collective worship on a Monday and our whole school Sparkle and Shine assembly on a Friday where we celebrate successes from the week. There are separate Key stage assemblies and collective worship on two days of the week.

Canon Hale leads our collective worship on the second and fourth Monday of each month. This always reflects the traditions of worship in the Christian Church, containing elements of praise, prayer, teaching, thanks and music.

By law, parents are permitted to withdraw their children from all or part of the religious education and collective worship. More information can be found in our Collective worship policy.

Physical Education

Physical Education is concerned with helping each child to become aware of and to fully develop his/her own physical potential. The children are given the opportunity to develop games skills leading to participation in small team games. The PE programme also includes creative movement and dance and activities linked to gymnastics and athletics. Children in Class 4 are given the opportunity to develop their swimming skills during one term each year.

For indoor lessons children will wear their PE kit (black shorts with a plain white t-shirt) with bare feet at all times. If a child has a verruca they will also take part in bare feet, which is in line with LEA guidance. When the lesson is outside pupils will wear their PE kit with trainers or pumps.

As a result of the occurrence of serious injuries the LEA has expressly requested that no earrings be worn to school. They will accept no responsibility for any injuries sustained in the event of this request being ignored. No jewellery at all should be worn during PE. Children who are unable to remove jewellery will not be able to participate in the PE lesson but will observe. More information can be found in our Physical Education policy.

Personal, Social, Health and Citizenship Education (PSHCE) and British Values education

The Governors and staff of our school believe that PSHCE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that it can play a central part in the life of the school and should be at the heart of whole school development.

We aim that through the PSHCE curriculum our pupils will:

- Develop self-confidence and self-responsibility
- Learn about the 4 areas of British Values
- Learn about the dangers of becoming radicalised
- Develop a safe and healthy lifestyle (including education about drugs)
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others.
- Learn to respect the differences between people
- Prepare to play an active role as citizens

More information can be found in our PSHCE and British Values Policy

Sex and Relationship Education

Our Curriculum Policy for Sex and Relationship education is developed with this in mind.

“To love and to cherish until death do us part” (From the Marriage Service)

- To reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To provide knowledge of loving relationships.
- To understand the importance of being part of a family and understand that there are different types of family.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues taking into account physical and moral risks associate with certain behaviour.

- To educate against discrimination and prejudice.
- To empower children to make informed choices.
- To inform children that how our bodies and feelings develop is all a part of growing up and makes us the person that we are.

More information can be found in our Sex and Relationships policy

Music

The school employs a specialist music teacher and all classes including the nursery participate in weekly music lessons learning about music from different times and cultures. Pupils develop their singing, performing, composing and listening skills and use a variety of tuned and untuned percussion instruments. There is a weekly singing assembly during which pupils learn popular hymns and songs and prepare for the Harvest, Christmas and Easter church services. Special music and drama class assemblies relating to historical events are regularly organised and these are very popular with both children and parents. Every year there is also a whole school Community Christmas concert and Tankersley's got talent show where pupils, parents, grandparents and members of the community all perform together. The school has been successful in achieving the prestigious Silver and Gold Sing up awards which are awarded to schools with particularly strong music education.

Global learning

Learning about different countries and cultures is embedded in the school's curriculum as we recognise it is very important for our pupils to have a variety of experiences. Through the British Council's Connecting Classrooms programme, we established a link with a school in Ghana called "Mfensi Methodist Primary School" and many of our pupils have pen pals there. We hosted a teacher from our partner school in Tankersley in June 2015 for 2 weeks and members of our staff also visited Ghana. We organise international assemblies and projects supporting global learning. The school achieved a Foundation and Intermediate international school award and has recently been appointed as a Global learning expert centre.

Educational Visits

Children learn best from hands-on experiences and we place a great deal of importance on visits to places of interest and theatre trips which are a regular part of our educational provision. Older children are given an opportunity to spend some time at a residential outdoor activity centre. These visits and residential help to widen our children's experiences and independence.

Pupil Council

The school has an elected School Council, which empowers the pupils and gives them a voice in the school. The Council is made up of the core council – Chair, Vice Chair, Secretary and Treasurer from our Year 6 class along with two elected pupil representatives from each class. The pupil council meet at least every half term to ensure Pupil Voice makes a contribution towards school life. Our Pupil council also takes an active role in planning whole school events. Each pupil councillor has a responsibility for leading in a subject area according to the school's development plan and supports with whole school monitoring work.

School Administration and Welfare of pupils

Admissions to Tankersley St Peter's CE Primary School

As Tankersley St Peter's Primary is a Church of England school with Aided status, the Governing Body is the Admissions Authority for the school. The Governing Body is working in close partnership with the LA on Co-ordinated Arrangements for Admission. The full school admissions policy and procedures are included in a separate document, which will be sent out upon request. Any parent who is refused admission to the school has the right of appeal to an independent appeal committee. These appeals are independent of the decision made by the governing body of the school. For further information please contact the headteacher at the school.

Attendance

We place a great deal of emphasis on excellent attendance and believe that a child's future is dependent on a consistency in their education. We know that regular period of time off school can unsettle a child and any

time off results in missed learning. The school does not authorise term time holidays and this is actively discouraged as it can impact on a child's progress.

Our family support worker and attendance officer (Trudie Crisp) is a point of contact should a family experience difficulties with their child's attendance. The school has a weekly attendance award and the class with the highest attendance for that week receiving the school attendance trophy. Children with 100% attendance are awarded certificates termly. Other initiatives support our pupils vulnerable to poor attendance.

The Education Welfare Officer is also closely associated with the school and is able to assist children and families where necessary. The Welfare Officer will be happy to discuss any problems you may have with your children and may be asked by the School to visit you if there are attendance or other problems concerning your child in school.

Absence from School

If your child is going to be absent, can you contact the school office at the beginning of the school day and notify us of the reason for absence. (e.g. illness.) Unless absent through illness, children should attend school at all times excluding weekends, official school holidays and staff INSET Days. Clearly it is in the best interest of the child not to miss days at school if this can possibly be avoided. In light of this the Headteacher will not grant leave from school unless in exceptional circumstances.

If your child has to leave school during normal school hours, for hospital treatment or some other appointment that can only take place in school hours, please send a note to confirm the appointment and arrange to collect your child at the appropriate time. Routine dentist or doctors appointments are not encouraged in the school day. Children will not be allowed to leave school alone during school hours.

Please note that failure to notify the school of your child's absence will result in the recording of an 'unauthorised absence' on the register.

A copy of the School's Attendance Policy is available from the Office and this is regularly reviewed. We would emphasise that it is in the best interest of your child not to miss days at school and that family holidays are taken during the school's holiday period.

Admission to the Building

Children are not admitted into the building until 8.50 am and the School cannot assume responsibility for the safety of those who arrive on the premises before then. Outside doors are unlocked at this time and children are allowed to go to their classroom. We welcome parents of younger children into school building but please can we ask that parents leave children at the classroom door in EYFS and KS1 so that learning can begin smoothly. Older children in KS2 are used to coming into the building on their own. All the school gates and main doors will be locked at 9.10 am. After this time parents and pupils who are late will need to enter via the main school door.

School Meals/Dinner Money

Please pay dinner money on a weekly basis for the subsequent week using the online payment system (details on how to register are available from the school office.) Payments can be made either before or after school by cash or cheque. Children may bring sandwiches and provision is made for them to eat these in the Dining Room.

Our school milk provider is Coolmilk. If you wish your child to have school milk you can register them online or fill in a form, hand it into the office and they will fax off the details for you. Payment is made directly to Coolmilk.

School snacks

Our school is participating in the National School Fruit Scheme which provides all children aged between 3 and 7 with a free piece of fruit each day. Fruit is also for sale at morning breaks for Key Stage 2.

We would also encourage parents who provide packed lunches for their children to restrict confectionary, savoury snacks and salt and to include more fruit, vegetable sticks, wholemeal bread and yoghurt. Children are allowed to bring snacks for their morning and afternoon break and we would request that children bring

healthy snacks, such as cereal bars, fruit or vegetable sticks. Children may bring in healthy snacks, fruit or cereal bars. Sweets and crisps are not allowed to be eaten at playtimes.

Uniform

The School has a recommended colour scheme:

1. Grey trousers/shorts/skirt.
2. White blouse or shirt.
3. Red cardigan/sweater/sweatshirt.

During the summer months girls are encouraged to wear red and white gingham dresses and the boys, T-shirts and shorts based on the colours red, white and grey.

Although the wearing of uniform is not compulsory, the majority of parents and the School Governing Body have indicated that they prefer a definitive dress code to be worn by the pupils of our school. This ensures a clear identity within the school and sets a positive attitude to learning.

We would like the children to wear plimsolls or soft shoes indoors. This is particularly important between October and May as damage can be caused to the polished floors when outside shoes are worn. In your own interests will you please ensure that all clothing, particularly coats and shoes, are clearly marked with your child's name.

We would ask that children do not wear jewellery to school, however, watches and stud ear-rings are acceptable but will need to be removed for Physical Education Governor's request that parents wishing to have their children's ears pierced, do so at the beginning of the summer break so that children do not miss PE lessons.

Behaviour

Our behaviour policy supports our school community at Tankersley to allow everyone to work together in an effective and considerate way. We treat all of our children fairly and endeavour to apply this behaviour policy in a consistent way. It is of paramount importance to our staff to help children to learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our behaviour systems are strongly linked to systems of good management and classroom organisation, planning and quality of lessons and implementation of learning behaviours. If the individual and learning needs of children are met, incidents of challenging behaviour can be kept to a minimum. We believe that a major determinant of good behaviour is the quality of the relationship between staff and children and upholding a positive ethos in the school. Our behaviour policy and strategies are on the school website.

Accidents/Illness in School

If a child is ill, or has an accident in school, every effort is made to contact parents. It is important that we have a telephone number, where you can normally be contacted during school hours.

Medicines

Children who are ill or have a contagious illness should be kept at home. Parents should seek advice from the doctor about when their child should return to school. Generally sickness bugs require 24 hours recovery at home after the last bout of sickness. Sometimes it may be necessary for your child, when coming to the end of a course of treatment (e.g antibiotics) to bring medicines to school. Should this be necessary, you are asked to complete the administering medicines form, which is kept in the School office. A designated member of staff will sign to show the medicine has been administered at the correct time.

Road Safety and parking

Any parents who bring or collect their children by car are asked to park well away from the crossing point and not on the yellow zig-zag lines.

Arrangements for Parents to Visit School

Parents may visit the School at any time although there are three 'Parents' Evenings' per year when you are invited to school to see your child's teacher and discuss his/her work and progress.

Parents are welcome to come into school and help teachers in the classroom situation. If you have any particular skills or interests you would like to share with the children or feel you would like to help in any way please contact your child's class teacher. Should you have any administrative queries you may contact the office staff at any time.

Homework

Children are encouraged to extend their studies at home by following up their schoolwork and topics studied in school. Each class has a homework grid which is sent out by the class teacher. All children have access to MyMaths site to follow up work in maths lessons at home – each child has their own password.) Homework will be identified in your child's class weekly newsletter.

Clubs and Extra-Curricular Activities

The School provides a range of clubs and extra-curricular activities which take place at various times over the school year. These are updated regularly on the school website. The school tries to ensure there is a balance of different interests included. There is a school choir and opportunities to play a musical instrument, arts clubs and journalism and a range of school sports clubs. Check the website for up to date club list.

Local Arrangements for the Consideration of Complaints

The School Curriculum is based mainly on the National Curriculum and takes into consideration the requirements of the LEA Curriculum Policy and any specific aims of the Governing Body. Under the terms of section 23 of the Education Reform Act 1988, parents have the right to make complaints about the curriculum and collective worship if they consider the Governing Body or LEA are not exercising their responsibilities in respect of the School Curriculum. Initially, such complaints should be addressed informally to the Headteacher who will endeavour to deal with them sympathetically. If the problem has not been resolved at this stage a formal complaint may then be made to the Governing Body. If the complainant is not satisfied with the outcome or the complaint relates to something, which is the responsibility of the LEA, a formal complaint may be made to the LEA. A complainant who is still dissatisfied after these arrangements have been exhausted will be able to complain to the Secretary of State.

Charging and Remissions Policy

The School has adopted the Barnsley LEA Policy, which states that all education provided wholly or mainly during school hours shall be free.

Whilst the LEA must provide free education within the demands of the law this can only be achieved within its finite resources. As a result it is clear that many valuable educational out of school experiences, which in the past have been funded by parents, will not take place in future unless funded by voluntary contributions or subsidised from another source. Whilst every effort is made to ensure that the costs of visits do not place too much of a financial burden on families, we do offer flexible payment plans. Please speak to the Headteacher if you have any questions regarding educational visits.

A charge is made for instrumental music tuition, which is available within school. Fees vary depending on the size of the group and the length of the lesson. Barnsley Music Services does have a supply of instruments that are available for hire at a minimal charge.

Building Security and safety

The school's security policy is regularly reviewed, ensuring that a safe working environment is provided for staff, pupils and visitors. The Business manager, Health and safety governor and Caretaker complete a health and safety audit every term, which is reported to the Governor meetings. Parents who are aware of any Health and Safety risks should report these to the school office.

Friends of Tankersley School

Engagement of parents in school life at Tankersley is very important to us which reflects our key aim of community spirit. We try to build supportive links at all times with parents and the home and try to inspire the confidence, co-operation and support of parents in all that the school does for their children. We want parents to feel involved in the life of the school and for communication to feel natural. We have regular Friends of Tankersley meetings and coffee mornings to discuss things happening in school, workshops and how parents can help and support school life.

Tankersley St Peters Primary School Website

For further information regarding our school please visit our website
www.tankersleystpeters.org.uk

School Holidays for the School Year 2016/2017

2015	School closes at 3.30pm	School re-opens at 9.00 am
Autumn Term		5 September 2016
Autumn Mid-Term	21 October 2016	31 October 2016
Christmas	16 December 2016	3 January 2017
2016		
Spring Mid-Term	17 February 2017	27 February 2017
Easter	7 April 2017	24 April 2017
Spring Bank	26 May 2017	12 June 2017
Mid-Summer	28 July 2017	To be confirmed

In addition to the above, the School will be closed on 5 x In-Service Training Days, these are:

Monday 5 September

Monday 31 July 2017

Tuesday 1 August 2017

***2 days to be decided**

Please get in touch with the school office if there is any further information you require or you would like anything clarified in more detail from our prospectus.

**Tankersley St. Peter's C of E Primary School
Westwood New Road
Tankersley
Barnsley
South Yorkshire
S75 3DAT**

**Telephone: 01226 742357
Website: www.tankersleystpeters.org.uk**