



## **DISHFORTH C of E PRIMARY SCHOOL**

Grange Close, Dishforth, Thirsk, North Yorkshire YO7 3LN  
Telephone: 01845 577206 Fax: 01845 577046  
Headteacher: Mrs Julie Lyon

Dear Parent / Carer

On behalf of the staff and governors, I would like to welcome you to Dishforth Church of England Primary School.

This prospectus provides an introduction to the school, which we hope is informative and useful. However, should you require any further information, or wish to arrange a visit to the school, please contact myself or the school administrator, Mrs Clark.

At Dishforth School, we are committed to providing a safe, secure and stimulating learning environment in which children will be happy, enjoy learning, and develop positive relationships with others. We are a fully inclusive school and strive to ensure equality of opportunity for all our pupils. Our aim is that all children are supported to fulfil their potential in all aspects of the curriculum. We believe a close partnership between home and school is central to achieving this and look forward to working with you and your child throughout their time at Dishforth CE Primary School.

I look forward to meeting you and your child.

Yours sincerely

Mrs Julie Lyon

Headteacher



## "The roots to grow and the wings to fly"

Our vision is to help children develop a sense of respect, tolerance and self-confidence. We encourage and support children to achieve their full potential and to develop a life-long passion for learning.

We seek to enable all children and adults at this school to be 'Rooted and Grounded in Love' (Ephesians 3:17) so that they might grow to the fullness of their potential having 'the Roots to Grow and the Wings to Fly' and living lives of trust, compassion, respect and perseverance.

As a church school at the heart of our local community, Christian values underpin our work with the values of respect, trust, compassion and perseverance fundamental to our relationships and our commitment to ensure equality for all pupils.

We are a welcoming, friendly and caring inclusive school, committed to working in partnership with parents, governors and the Church.

Our aims are to:

- Be an inclusive school in which all learners are given equality of opportunity and treated fairly
- Provide academic excellence by providing teaching and learning of the highest quality and by promoting the moral, cultural, spiritual, social and physical development of our pupils
- Provide a rich and varied curriculum, in line with national requirements, that ensures that all children are challenged to achieve their best, have high aspirations and become confident, independent learners in exciting and well-managed classrooms.
- Promote and nurture Christian and family values within a happy environment where everyone feels valued and secure.
- In developing Christian values, we will aim for all children to have respect and understanding for different cultures and religions and an increased knowledge of the global community.
- Provide a happy, welcoming, safe and stimulating environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning.
- Develop flourishing school, home, church and community links.

## **Introduction**

Dishforth Church of England Primary School is situated in a rural village just off the A1. The present school was opened in 1964 to replace the old building which had served Dishforth since the 1800s. The school currently has 77 pupils aged 4 – 11 years on roll and also has a 13-place nursery for children from the age of three.

We are a Voluntary Controlled Church of England School, so receive funding and guidance from the Children & Young People's Service at North Yorkshire County Council but maintain close connections with the local Church and diocese, in support of our Christian ethos. Historically, Anglican schools were parish schools providing education for the community in accordance with the principles of the Church of England. Thus the majority of Church schools were established to provide education for the children of the parish within a Christian context. This two-fold aim of being "distinctively Christian" and "serving the local community" is reflected in the school's vision and aims.

The school currently comprises of four classrooms, a hall with equipment for P.E., cloakrooms, a reception area, office, staff room and a kitchen which provides daily lunches. The school has two playgrounds and a large playing field. The younger children also have a further outdoor area accessed directly from their classroom which is used throughout the day to provide the full range of learning opportunities for the Early Years Foundation Stage.

## Governors

The Governing Body make decisions about how the school is run. They meet nine times throughout the academic year.

Governors are appointed to help to:

- Decide what is taught
- Set standards of behaviour
- Interview and select staff
- Decide how the school budget is set

School governors have legal duties, powers and responsibilities. They can only act together; they cannot act individually, except the chair, in exceptional circumstances.

The Governing Body is comprised of:

- The Head Teacher
- Parents - 2
- Teachers at the school - 1
- County Council representatives - 1
- Co-opted governors - 4
- Representatives of the church (also known as Foundation governors) – 2

Our current governors are:

NAME	CATEGORY	POSITION
Mrs J Lyon	Head Teacher	
Mr J Brown	Local Authority	Chair
Mrs R Burrell	Parent	
	Parent	Vacant
Mrs K Lowe	Foundation	
	Foundation - Vicar	Vacant
Mrs J Crabtree	Co-opted	
Mr M Lynch	Co-opted	Vice Chair
Mr J Mumby	Co-opted	
	Co-opted	Vacant
Miss J Wells	Staff	

Correspondence and enquiries for the Governing Body or Chair of Governors should be sent to the school office and marked for their attention.

## School Staff

Mrs J Lyon	Head teacher
Mrs C Blyton	Class 3 teacher
Mr C Duffy	Class 2 teacher
Miss J Wells	Class 1 teacher
Mrs S Chaplin	Foundation Stage teacher
Mrs V Clark	School Administrator
Mrs L Hainsworth	ATA
Mrs J Burgess	GTA, MSA & Before School Care
Mrs H Chester	GTA
Miss A Law	GTA, MSA & After School Care
Mrs S Leeming	MSA
Mrs A Roberts	GTA & MSA
Mrs C Tennant	GTA & MSA
Mrs H Botma	Cook

## Admissions Policy

When allocating places to attend school, the LA uses the following criteria:

1. Children and young people in public care for whom the school has been expressed as a preference.
2. Children the Authority believes have special social or medical reasons for admission.
3. Children living within the normal area of the school.
4. Children living outside the normal area of the school.

If there are not enough places for all the children in one of the priority groups, priority will first be given to those with a sibling, residing at the same address, in school in the September of admission and then to those living nearest the school.

Parents are most welcome to visit the school and meet the staff before applying for admission for their child. Please telephone the school administrator, Mrs Clark, to arrange an appointment.

Children are able to start school full time on the first school day in the September following their 4th birthday.

Children whose 5th birthdays are between 1st March and 31st August have the option of attending School for morning sessions only for the Autumn Term before attending full time in January.

Applications for a place at the school should be made using the Application Form on the North Yorkshire County Council website <https://www.northyorks.gov.uk/apply-primary-or-junior-school-place>.

If you apply successfully for a place in school, you will be informed in writing by the Local Education Office. If your application is unsuccessful, there is an appeals procedure. Please contact the Local Education Office for details.

For admission to the school at other times, please contact the school for advice.

We like to give the children the opportunity to get to know the staff and other pupils before they begin school and invite them for half days in the term before they are due to start school. At this time parents are also invited to meet the staff and further information is given to help you and your child prepare to start school.

## **School Uniform**

Our school sweatshirts, polo shirts, P.E. t-shirts and book bags may be purchased from Ripon Uniform Shop, 64 Blossomgate, Ripon.

We do ask that children come to school clean and sensibly dressed.

### **Boys :**

- Charcoal grey trousers (short or long)
- Burnt yellow polo
- Burgundy sweatshirt
- Grey or white socks
- Black shoes (not boots)

### **Girls :**

- Charcoal grey skirt or trousers
- Burnt yellow polo
- Burgundy sweatshirt
- Red and white check dress (may be worn in the summer term)
- White socks
- Black shoes (not boots) with sensible heels.

For indoor PE, all children require, black shorts, a white PE t-shirt and black elasticated pumps which should be kept in a small PE bag at school from Monday to Friday each week. For outdoor games and after school clubs, children in Years 3 to 6 will also need trainers and may wear joggers if they prefer.

In accordance with health and safety advice, children should not wear jewellery or hooded tops in school. Plain stud earrings may be worn in pierced ears, but must be removed for all PE activities.

***Please ensure all clothing is clearly labelled with your child's name.***

## **The School Day**

Morning Session: 8:55 am - 12 noon  
Morning Break: 10:40 am – 10:55am  
Lunch: 12:00am – 1:00pm  
Afternoon Session: 1:00 pm – 3:30 pm  
Afternoon Break: Times vary

## **The Nursery Day**

Morning Session: 8.45 am – 11.45 am  
Lunch: 11.45 am – 12.30 am  
Afternoon Session: 12.30 am – 3.30 pm

Children may arrive at school from 8:45 and go straight into their classrooms. If your child arrives before this, we cannot guarantee that there will be staff free to supervise them.

In the interests of health and safety, we ask that parents at the end of the day wait on the main playground. When children leave, you are welcome to come into school to see your child's teacher should you wish. Your co-operation in this matter is greatly appreciated.

Please remember that if you or your regular collector is not picking up from school, then we must be told the name of the person whom you have designated to do so.

As in many schools, parking and traffic congestion are a challenge! We strongly encourage children and parents to walk to school whenever possible. If you do have to drive to school, we ask that you park with consideration for our neighbours and do not block their driveways or restrict their access and view onto the road. Also please keep the duration of your parking to a minimum. We would also encourage lift sharing whenever possible.

## **Lunch and Break time**

Children in Reception and Class 1 are offered free fruit at morning break time as part of the Government Scheme. Children in Nursery are offered free fruit and a free carton of semi-skimmed milk at snack time as part of the Government Scheme. Children over the age of 5 can pay for milk to drink at break time. Parents need to register at [Coolmilk.com](http://Coolmilk.com).

Children in Key Stage 2 may bring a healthy snack, e.g. a piece of fruit, to eat at playtime. Please do not send sweets or chocolate.

Lunchtime break is 12 noon until 1.00 p.m.

Healthy meals are cooked daily on the premises. We would encourage you to let your child have a healthy cooked lunch when possible.

Children who have a school lunch should pay in advance on a Monday, or you may pay for a full half term. The school prefer payment to be made through ParentPay. Please ask at the school office for your log on and password.

Any parents who think they may be entitled to free school meals can collect an application form from the school office.

Children may bring a packed lunch as an alternative to school meals. Sandwiches should be in a plastic container clearly marked with the child's name. The meal should not include sweets, chocolate or fizzy drinks. For safety reasons, please do not send glass bottles, cans or flasks containing hot soup or liquids in lunch boxes.

Children are supervised by Midday Supervisors during the lunchtime period.

### **Absence from School**

If a child is absent, has to visit the doctor or dentist, or is unable to take part in PE or swimming, a note of explanation is necessary. In the case of illness, please telephone the school before 9.30am on the first day of absence.

### **Illness in School**

We do our best to look after your children if, or when, they become ill during the school day. However there will be times when we need to make a phone call to you so that you can take your children home. It is essential that we have emergency contact details so that we can get in touch with you. Please inform us of any changes, especially where mobile phone numbers are concerned.

### **Children with Medical Needs**

If your child needs to take medication during school hours, it is essential that a medical form be completed, which is available from the office.

The smallest practical dose must be brought to school and held by the office, not by the child. It is the responsibility of the child to report to the office at the appropriate time. Clear instructions for the dosage must be given. The medicine itself must be in a properly labelled container stating:

- Child's name
- Dosage required

Please note we are **NOT** allowed to administer any non prescription medicines e.g. Calpol or Nurofen.

Inhalers for children suffering from asthma are allowed and should be kept on open access. Please make sure that your child has their inhaler.

Any ongoing medical needs, or specialist medication, should be discussed with the headteacher, in order that staff training implications can be assessed and staff made aware of any specific needs.

### **School Closures**

In the unlikely event of unexpected school closure due to severe weather, damage to the school building or the loss of essential services, the closure is sent out via email, broadcast on local radio, published on the school website and every effort will be made to contact parents by telephone.

### **Absences**

A list of school term dates and training days is given at the beginning of the year.

We do not encourage parents to take their children out of school during term time. However, if it is unavoidable, then an application for pupil leave of absence in exceptional circumstances during term time must be completed and returned to

school at least **six weeks** before the absence commences. We ask all parents to avoid absences during the month of May, when annual assessments take place, including Key Stage 1 and 2 statutory assessments and also the month of June with the Phonics Screen Check and Multiplication Check.

### **The School curriculum at Dishforth School**

We provide a broad range of learning experiences designed to motivate a desire to learn and to develop confidence, alongside social skills.

We try to foster independence and to nurture a caring and responsible attitude to each other and to our surroundings. We emphasise personal achievement and provide positive feedback to the children by way of verbal praise, certificates and through marking their work.

The curriculum is organised under four main components:

- Foundation (up to 5 years, school years nursery and reception)
- Key Stage One (KS1 : 5-7 years of age, school years 1-2)
- Lower Key Stage Two (LKS2 : 8-9 years of age, school years 3-4);
- Upper Key Stage Two (UKS2 : 10-11 years of age, school years 5-6);

Parents will receive a termly class newsletter giving information about the current topics being studied. There will also be information on the school's website.

### **Early Years**

Reception children in the Foundation Stage develop their skills in the areas of Language and Literacy, Personal, Social and Emotional Development, Mathematical Understanding, Knowledge and Understanding of the World, Physical Development and Creative Development. These skills are realised through play and practical activity both inside and outside the classroom.

### **English**

English is a core subject and is relevant to teaching across the whole of the National Curriculum. The English Curriculum consists of Reading, Writing (including Handwriting) and Speaking & Listening.

#### **Reading**

At Dishforth CE Primary, we believe in the importance of developing a love of reading from an early age. Reading is taught using the Ruth Miskin *Read Write Inc* programme which “enables **every child** to become a confident and fluent reader at **the first attempt.**” Click here to find out more about the *Read, Write Inc* approach to literacy:

<http://fds.oup.com/www.oup.com/pdf/oxed/primary/rwi/RWIParentLetterApril2011.pdf>

Children are encouraged to read through our individual reading scheme and books of their own after discussion with the teacher. Books are taken home each day with a Home/School Reading Record Book to share with parents.

#### **Writing**

It is important that children learn to write independently from an early stage; the teaching of phonics, spelling and handwriting complement this process.

In key stage 2, there is an emphasis on writing for a purpose and the children learn to use the features necessary for different types of writing, including fiction and non fiction.

### ***Speaking and Listening***

Speaking and listening skills are important and are developed through a variety of activities across the curriculum as well as music, role play and drama.

### **Mathematics**

Mathematics is a core subject and, whilst adopting the National Numeracy Strategy, we continue to use practical methods to support learning. We place a strong emphasis on mental strategies as these are the building blocks on which all other Numeracy strategies are taught.

For younger children, much of their early learning of numbers involves practical application. We, therefore, focus on introducing them to numbers through seeing and doing. Many games are played and much apparatus is used. As children move through the school, the ability to calculate problems mentally becomes increasingly important. Mathematics is supported by the use of ICT and is often given as part of the child's homework. Mathematics work in the form of data handling is especially important in Science, History and Geography.

At both key stages we attempt to make mathematics:

- Challenging and exciting.
- Supported by relevance to real situations.
- Fun and as practical as possible.



### **Science**

Science is a core subject and is taught using an investigational approach, making the subject very 'hands on' where possible.

### **Information and Communications Technology (ICT)**



ICT has become increasingly important across the curriculum. The children are taught to use ICT from nursery onwards and are encouraged to use it as a learning tool to support their work in other subjects as well as developing discrete ICT skills. Current software applications used help develop skills in text and image processing (both still and video), data file creation, seeking and interrogation, picture editing and creation, simulation and file management.

### **Design Technology**

We aim to prepare our children for living in a technological world. To do this they need to develop an understanding of problem solving and develop a range of skills using different materials and hand tools.

Children are given opportunities to design, make and evaluate their work. Some examples of this are picture frames, money boxes, moving monsters, and computer-

controlled models. Design Technology also covers textiles and food technology, using a wide variety of materials.

### **Geography**

We aim to develop an awareness of the world in which our children live. Initially, this is through first hand experiences and observations of the immediate environment. Subsequently, it is through developing and understanding the effects that actions can have on the wider world. Children are encouraged to develop a sense of responsibility and care for the earth and its inhabitants.

Children have controlled access to the Internet and e-mail and use modern technology to enhance their learning.

### **History**

In the early years we look at comparisons between modern toys and homes and old ones, making use of artefacts and our local area.

QCA Schemes of Work are followed on a two year rolling programme for our older children, covering topics such as:

Invaders and Settlers, Great Fire of London, Florence Nightingale, Second World War, Recent History, Tudors, Victorians, Egyptians and Greeks.

We use local museums and sites for class visits and to experience living history. We also welcome guests from the Community to talk about their experiences.

### **Art and Design**

A wide variety of materials and techniques are introduced to the children to encourage creativity and to stimulate the appreciation of artistic skills. Children are encouraged to experiment with ideas, tools and materials over a range of two and three dimensions. Children have sketchbooks which they use for classroom observational work and work in the local environment. The children are encouraged to appreciate our rich cultural heritage through an introduction to the work of artists, craftsmen and designers both past and present, and from a variety of cultures.

We aim to give the children experiences of art galleries and museums. Work relating to both art and other subjects is displayed throughout the school showing our appreciation of the children's work and to encourage them to take a pride in their efforts and achievements.

### **Music**

Throughout the school, children are given the opportunity to compose and play music. This is done through singing, playing percussion instruments and listening games and activities.

Instrumental tuition for woodwind, strings, keyboard and guitar is available through the local authority Music Service. The children are involved musically in services or concerts at Harvest, Christmas, Easter and at the end of the Autumn and Summer Terms.

## Physical Education



We have a large school field for outdoor games and sporting activities. The playground is marked suitable for netball and hockey. We have good links with the PE department at the local secondary school. Other sports the children can experience include athletics; dance; cricket; football; rugby union; and rounders.

KS2 children participate in swimming lessons at Thirsk swimming pool in the autumn term and KS1 in the spring term.

## Personal, Social, Health and Citizenship Education (PSHCE)

This area of work can be taught in individual classes or on a whole-school basis or even outside of school in the community. It seeks to support personal development by providing relevant examples of life skills that help build character and enable children to make sense of the world around them.

## Homework

Homework is intended to support and reinforce work covered in class as well as provide an opportunity for parents to share learning experiences with their child and remain informed of their child's current topics. Books to share are taken home from the first day in school, followed by reading books when the child is ready. Homework tasks will include spellings and mental maths facts to learn by heart as well as research tasks related to topics.

## Other curricular elements

Throughout the school year, many other elements of the curriculum help to teach skills to our children. Children take part in schemes that involve interaction with the community.

After school activities take place at varying times of year and include: football, netball, athletics, gardening, rounders, music and ICT.

Clubs usually start at 3.30pm and finish at 4.30pm.

Please note, clubs do not usually run during the first and last week of each half term.

## Educational Visits

We believe that educational visits enrich the curriculum and make it come to life. There is no substitute for first-hand experience.

Under the 1988 Education Act, where cost is involved, we ask parents to make a voluntary contribution towards the cost of the proposed visit. Without these voluntary contributions, it can be very difficult for visits to go ahead. There is no obligation to pay. If, however, an activity cannot be funded from parental contributions then, unfortunately, a visit may have to be cancelled.



### **Relationships and Sex Education (RSE)**

The science curriculum covers stages of reproduction in animals, plants and humans, however this is carefully related to the child's age and understanding and is firmly set in the context of family life.

General preparation for growth and maturity is essentially a responsibility of parents; however, separate talks are given to our Year 5 and Year 6 boys and girls towards the end of the summer term on the subject of "growing up". Parents are provided with an opportunity to view the video which is to be shown to the children.

Where children ask questions, answers will be dealt with to encourage regard for moral values and the value of family life. Parents do have the right to withdraw their children from all or part of this programme by writing to the Headteacher.

### **Religious Education**

Our school is a Church of England Voluntary Controlled School and we maintain links with the parish church of St James in Baldersby St James.

Links are also established with the York Diocesan Education Authority.

Religious education is not included in the National Curriculum, but must be provided for all pupils and will be taught in accordance with the locally agreed syllabus.

Through RE, children have the opportunity to develop knowledge and understanding of the world around them, as well as an awareness and respect of those people from other cultures and beliefs. The RE Curriculum is delivered in a variety of ways, including stories, drama, music and art. Planned trips to local places of worship also offer children firsthand experience of religious practice.

### **Collective Worship**

The school meets daily for collective worship, which, as the Education Act states, 'is wholly or mainly of a broad Christian character, the main emphasis being on the broad traditions of Christian belief.

Collective worship is an important part of our school day and reflects Anglican beliefs, practices and values in accordance with the requirements of the Trust Deed. Every effort is made to ensure that the content of the worship is appropriate to the ages and family backgrounds of the children, and that opportunities are given for them to take an active part.

Parents have the right if they so desire to withdraw their children from religious education and collective worship in the school. A letter of explanation should be sent to the Headteacher if this is the case.

### **Inclusion**

The school is fully inclusive and strives to meet the individual needs of all its pupils. Where extra help is required, there is a designated member of staff (SENCO) who organises extra provision. The name of the Governor with responsibility for children with learning difficulties is available from school.

The aims of SEN provision are to:

- Identify and assess children with special needs
- Educate SEN children alongside their peers where possible
- Meet the individual needs of children through an inclusive curriculum
- Form and maintain links with parents and outside agencies
- Identify and educate gifted and able children at the appropriate level

If a parent is concerned about their child's progress or development, please speak to the class teacher as soon as possible.

When appropriate outside agencies such as speech and language therapy, educational psychologists or social workers may be involved following consultation with the parent. The school is committed to helping all pupils overcome any barriers to learning through its accessibility plan, a copy of which is available in school.

### **School discipline and behaviour**

Every effort is made to encourage a happy, caring atmosphere within school. A relationship in which children can learn to respect the rights and beliefs of others is encouraged. We believe in firm but fair discipline, with an emphasis on self-discipline. Our scheme is based on praise, recognition, rewards and sanctions. Reward stickers are awarded for making positive contributions.

We have a clearly written policy on bullying and any complaints are dealt with firmly, fairly and promptly

If your child does not behave in an acceptable manner, we will want to share our concerns with you, so that we can work together to modify behaviour. The behaviour of a child is a joint responsibility between the child, the parent and the school.

The Headteacher is available to discuss any social or behavioural problems and all teachers may be approached on any problem that has arisen.

### **Parents and Carers**

Parents play a vitally important role in school and we aim to work as closely as possible with parents and carers to achieve the best outcomes for all children. Parents are welcome into school at any time – an informal chat can often prevent a small issue becoming a large problem!

We are very keen for parents to be fully involved in school life and if you do have spare time during the day, we would appreciate your help in supporting the pupils. At present, some parents support by listening to readers or assisting with swimming or after school activities. Please contact the Headteacher for details.

### **Friends of Dishforth School (FoDS)**

Friends of Dishforth School is an invaluable part of our school life. Every parent is automatically a member of the 'Friends of Dishforth School' which is run by a small but active committee.

Friends of Dishforth School aim to bring people together to have a good time and to raise money. All funds raised are spent on your children. Supporting the Friends of Dishforth School is a very positive way of helping to achieve the best for your child.

### **Insurance**

The County Council only insures against injury caused to children as the result of the negligence of the Authority, its servants or agents. Parents are reminded that they can take out personal accident insurance for each of their children in respect of injury caused or suffered by their child.

This information is correct at the time of going to press but may change in the future.

### **Transfer to Secondary School**

Pupils will normally transfer to secondary education at the age of 11 years.

Children from Dishforth CE may move to Boroughbridge Secondary or Thirsk High School. A small number of children each year attend Ripon Grammar School. These children take an entrance examination early in Year 6. If any extra information is needed about the selection process, please do not hesitate to ask the Headteacher.

The children have visits to the local secondary schools prior to admission and the Year 6 children will attend their new school for induction visits during the summer term.

### **Child Protection**

Dishforth School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Dishforth School, follow the North Yorkshire Safeguarding Children Partnership procedures. The school will, normally, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available publicly on the school website.

### **Complaints Procedure**

Should a parent have a complaint regarding the curriculum, behaviour, or any other matter, an informal approach to the class teacher or Headteacher will normally be sufficient.

If the matter cannot be resolved, the complaint should be placed in writing to the Chair of Governors. If there is still no resolution, a formal written complaint can be sent to the North Yorkshire Children and Young People's Service.

The following documents are available for inspection in the school: -

- Copies of the National Curriculum
- North Yorkshire's agreed RE syllabus
- North Yorkshire's safety guidelines
- Any published HMI and Ofsted reports on the school
- Policy documents
- School Publication Scheme
- School information Policy
- Minutes of Governing Body meetings (once approved)