



**MARTONGATE PRIMARY SCHOOL  
BRIDLINGTON**

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# **SCHOOL PROSPECTUS**

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Telephone 01262 673975  
Absence Line 01262 401352  
e-mail [martongate.primary@eastriding.gov.uk](mailto:martongate.primary@eastriding.gov.uk)  
website [www.martongateschool.co.uk](http://www.martongateschool.co.uk)



*Commitment Teamwork Excellence*

## **Welcome to Martongate Primary School**

The staff and children at our school would like to extend a very warm welcome to you and your child. We look forward to working in partnership with you to ensure that your child gets the most they can from this exciting stage in their development.

We believe that the years that children spend in school should be the happiest of times; a time when they will mature and blossom to fulfil all of their potential. Our job is to work with you to make that happen, and we ask that you talk to us whenever there is anything that you think might help us to help your child. The best time to do this is at the end of the school day, before school teachers are usually busy preparing exciting learning experiences for the children.

This booklet contains a lot of helpful information but it can't answer all of your questions. If there is anything that you need to know please contact the school office where our friendly team will either do their best to help you themselves, or will pass your query on to someone else.

David Carruthers  
Headteacher

## **THE TEAM** - in January 2012 will be as follows:-

### Head Teacher

Mr David Carruthers

### Deputy Head Teacher

Mrs Di Levitt

### Assistant Head Teacher

Mrs Helen Gee

### Class Teachers

Miss Jenny Courtney  
Miss Liz Fellows  
Mrs June Harrison  
Mrs Elaine Hatton  
Miss Laura Jenkinson  
Mrs Sarah Musgrave  
Mrs Gemma Petch  
Mrs Vanessa Rowbottom  
Mrs Mary Shepherd  
Mrs Claire Smith  
Miss Sarah Stork  
Mr John Teasdale  
Mrs Leigh Watson  
Mrs Julie Smith  
Mrs Emma Withers  
Miss Michelle Heaton (Maternity Cover)

### Teaching Assistants

Mrs Sarah Barratt - Nursery Nurse  
Mrs Janice Briggs  
Miss Jenny Cliffe  
Mrs Debra Corner - Nursery Nurse  
Mrs Alison Cossins - I.C.T.  
Mr Paul Cruddas  
Mrs Nicola Draper - Art  
Mr Paul Elliott  
Ms Natalie Hudson  
Mrs Sarah Leddy  
Mrs Sharon Marriage  
Ms Sarah Pugh  
Mrs Val Rennoldson  
Mrs Sue Smith  
Mrs Cath Smithson - Pastoral & Learning Support  
Mrs Tracey Straker - Nursery Nurse  
Mrs Janet Wain  
Mrs Cath Waines  
Mrs Emma Walkington  
Mrs Laurie Wilson  
Mrs Ann Voase

School Business Manager Mrs Jo Ward  
Admin. Assistant Miss Jill Booth  
Mrs Nicki Pea  
Library and Resources Co-ordinator Mrs Elaine Walbyoff

Kitchen Staff

Unit Manager Mrs Kay Lewis  
Kitchen Assistants Mrs Joanne Johnson  
Mrs Denise Wellings

Senior Midday Supervisor Mrs Lynn Blacker

**Midday Supervisory Assistants**

Mrs Heather Barrett  
Mrs Carol Buckley  
Mrs Wendy Downey  
Mrs Tanyah Finney  
Mrs Irene Ford  
Mrs Jo Hooper  
Mrs Carole Hopkins  
Mrs Dianne Hyde  
Mrs Janet Martin  
Mrs Cath Pearson  
Mrs Chris Rhodes  
Mrs Lisette Sansome  
Mrs Lynn Searle  
Mrs Jayne Smith

Caretaking/Cleaning and Maintenance duties are undertaken by the staff of PPP Infrastructure Management Limited.

Peripatetic Music Teachers

Brass - Mr R Turton  
Woodwind - Mr D Wood  
String - Mr C Ashmead  
Cello - Mr D Siddle  
Percussion - Mr N Pymm  
Guitar - Mr N Rooke

S.E.N.S.S. Mr Marcus Brown



## MARTONGATE PRIMARY SCHOOL

### GOVERNORS

#### Chair of Governors

Mrs Zoe Messenger

(Contact can be made by letter via the school, or in cases of priority please telephone the school and leave a number where you may be reached. Your calls will be returned as soon as possible.)

#### Governors

Mrs Z. Messenger - Chair

Mr. J. Teasdale

Mr. I. Lister

Mrs. E. Hatton

Mr P. Chinery

Mrs. L. Kilburn

Mrs. Y. Wraight

Miss M. Jemison

Mrs. W. Burnhill

Mr. R. Harrap

Mr. D. Carruthers

Mr. D. Secker

Mrs. J. Ward

Mr A. Smith

Mr R. Melles

Mrs K. Melles

Mr J. Lino

Mrs. B. Gibberd



## **Admissions**

The school has an early admission policy which allows children to begin school at the start of the academic year during which they reach five years of age (1<sup>st</sup> September - 31<sup>st</sup> August). Admissions to the school are managed by the Local Authority (LA) who should contact you in the school year before your child is due to start school. If they do not do so, or if you want to be sure that the school has your details please contact the school for advice.

The admission limit for the school is determined by government legislation and Local Authority guidance; for our school at present this is 60 children. The governing body does not use any form of selection for admission to the school. However, the LA uses the following criteria in the event of over-subscription to the school.

- Children of families residing in the local catchment up to a limit of 60.
- Siblings of children in attendance at the school, (living outside traditional catchment area) if places are available up to a limit of 60.
- Children outside the local vicinity (traditional catchment area) if places are available up to a limit of 60.

Parents whose children are refused a place at Martongate for any reason are able to appeal against the decision by contacting the Admissions Administrative Officer of the East Riding of Yorkshire at Lifelong Learning, Leisure and Libraries, County Hall, Beverley.

## **Visiting Arrangements For New Admissions**

Parents are encouraged to visit our school prior to the entry of their child. A planned programme of visits involving our feeder playgroups and Bridlington Nursery takes place during the term before the children join us.

In the term before children start school, the class teacher will make a home visit. During this visit the teacher and child will have the opportunity to get to know each other in familiar surroundings and parents will be able to raise questions regarding the prospectus and information package that will be sent out earlier. If a home visit is inconvenient, then a meeting can be arranged at school.

## **Visiting Arrangements For Other Admissions**

For children joining the school at a later stage, there is no home visit unless requested by the parents. However, children and parents are invited to visit school to get to know the surroundings and to meet the Head Teacher.

## **SCHOOL UNIFORM**

We ask that the children are smartly and appropriately dressed for school each day.

Our school uniform is as follows:-

### **Boys**

School sweatshirt / cardigan  
White or maroon polo shirt / white shirt  
Black /grey trousers

### **Girls**

School sweatshirt / cardigan  
White or maroon polo shirt / white shirt  
Black / grey skirt / tunic / trousers

Sensible hardwearing shoes appropriate for indoor and outdoor wear (not trainers)

Pair of named wellies and plimsolls for Foundation Stage and Year 1.

### **Summer wear**

Pink/white checked dress  
Red/white checked dress

### **P.E. / Games Kit**

White shorts  
White T-shirt  
Black tracksuit bottoms  
Maroon sweatshirt / hoody  
Trainers for outdoor activities

### **P.E. / Games Kit**

White T-shirt  
Maroon gym shorts  
Black tracksuit bottoms  
Maroon sweatshirt / hoody  
Trainers for outdoor activities

Items of school uniform can be ordered through the school office.

Please ensure that all clothing and footwear is clearly named to avoid any confusion.

A named shoe-bag is an excellent idea for plimsolls and P.E. kit.

To ensure children's safety, if earrings are worn, your child will not be allowed to take part in P.E. apparatus work unless he/she is able to remove and replace earrings independently. It would be sensible to check with your child's teacher when P.E. lessons are held so that earrings could be taken out and not worn on that particular day. In extraordinary circumstances (when agreed by the class teacher), children may cover their earrings with safety plasters. These should be sent into school from home.

## Religious Affiliations

The school is not affiliated with any particular religious denominations.

All pupils attend an assembly during which there will be an act of collective worship, which is wholly, or mainly of a broadly Christian character.

Parents have the right to withdraw their child from the act of collective worship. If you wish to exercise that right, please contact the Head Teacher.

We hope you will help your child learn the words of our school prayer together at home:

## OUR SCHOOL PRAYER

O God we ask you every day,  
to make our school a happy and pleasant place.  
Show us how to be helpful and strong.  
Keep us from doing wrong.

Amen.



## SESSION TIMES

The school day begins for all children at 8.50 a.m. 8.50 a.m. where the class teacher will be waiting to receive them. On days when the weather is inclement, children may go straight into the classroom after 8.45 a.m. Children who arrive late should report to the school office to ensure that our registers are correct. To ensure your child's security, the gates at the side of the school will be locked from 9.00 a.m. to 3.00 p.m.

Morning school begins at 8.50 a.m.

Infants and Juniors have a mid morning break of 15 minutes

Morning school ends at  
12.00 - KS1 (Infants)  
12.15 - Lower KS2 (Years 3 & 4)  
12.30 - Upper KS2 (Years 5 & 6)

Afternoon school begins at  
1.05 - KS1 (Infants)  
1.15 - Lower KS2 (Years 3 & 4)  
1.30 - Upper KS2 (Years 5 & 6)

KS1 (Infants) have an afternoon break of 15 minutes

The school day ends at 3.15pm for all children

We ask the children **not to arrive before 8.40 a.m.** as the playground is not supervised before then.

If your child is going to be absent from school, please phone the absence line **401352** before 9.30 a.m. and leave a message on the answer phone.



## SCHOOL MEALS

School meals are provided by our Private Finance Initiative provider (PPP) and are cooked on site. Meals are regularly monitored in order to ensure and maintain high standards that meet all government guidelines. Children who have special dietary requirements can be catered for and parents are asked to inform the school office of any details.

Children may alternatively bring a packed lunch to school or go home for lunch. Children who go home at lunchtime should be collected at 12.00, 12.15 or 12.30 p.m. and returned to school at 1.00, 1.15 or 1.30 p.m.

School meals are available at a current cost of £2.00 per day (£10.00 per week). They should be paid for on the Monday of each week.

Normally the arrangement for your child to have a school dinner or packed lunch will be half-termly. However, if a change is necessary we ask for 2 weeks notice in order for appropriate arrangements to be made by the Cook.

Payments for meals can be made by cheque - payable to PPP Infrastructure Management Ltd (PPPIML) on a weekly, monthly, half-termly or termly basis. Please send all monies in sealed, named envelopes.

If you think you may be entitled to free meal provision for your child, please contact the office who will provide you with the relevant form.

Packed lunches should be in a suitable container, clearly marked with your child's name. We ask that drinks be non-carbonated and are in cartons, or plastic bottles. As a National Healthy School we ask you to support our teaching and ensure that children are given a nutritionally balanced meal which contains lots of fresh foods such as fruit and salads.



## TRAVELLING TO SCHOOL

Children and parents should always use the Road Crossing Patrols ('lollipop patrols') when crossing the roads. The school community lobbied hard and long to have the pedestrian crossing placed outside the school and we ask that parents make sure that their children use it. We will regularly remind the children of the Green Cross Code in assembly and in class. Parents are asked to support the school by emphasising the need for safe habits when near roads. It would also help if parents crossed at the appropriate places with their children, even if it takes a few minutes longer! Good habits last for life.

To minimise the risk of accident, parents do not bring their cars onto the car park at the start or end of the day, or drop children off at the school gates. Under special circumstances, parents can be given a pass to use the car park. The pass can be obtained from the school office.

It is expected that children will be collected from school at the end of the day. Martongate School is surrounded by busy roads and parents should make arrangements to meet their children. If children attend clubs or activities after school, parents/carers should be aware of the finishing time and make arrangements for the child to be collected.

### **Sustainable Travel**

Martongate Primary School is committed to the promotion of sustainable travel and we work hard to achieve this in a number of ways.

Children are taught that walking, cycling and scooting to school are not only a healthy way to travel, but also are less harmful to the planet. In Year 3 children are taught how to scoot safely, in Year 4 how to walk safely and in Year 5 how to cycle safely. If you would like your child to ride to school, please ensure that their bike is in good order, they wear a helmet and they have a sturdy lock to secure their bike in the shelter provided. If they scoot to school please make sure that they are aware of pedestrians using the path and that they don't scoot once they reach school as we have lots of young children walking around school.

Each year four Junior Road Safety Officers are selected to coordinate competitions, promote road safety and develop informative displays.



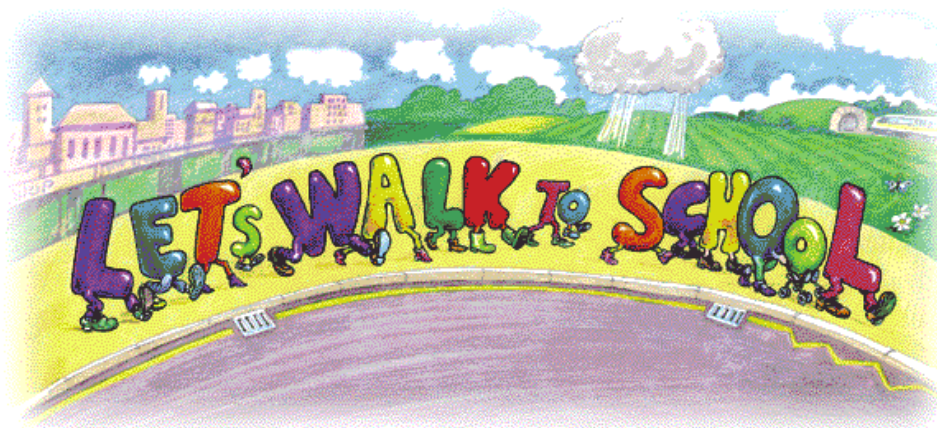
A number of visitors and events are arranged each year. Recently these have included, Community Wardens, Police, Viking FM Roadshow and a Walk to School Week.

If you do need to use your car, we have an arrangement with the supermarket near the school whereby parents may 'Park and Stride' even if you live too far from the school to walk all the way. This ensures that children can walk at least part of the way to school, teaches them to use a zebra crossing and ensures that children are not dropped off in the school entrance as this is dangerous to pedestrians. If your neighbours also use their car to bring their children to school, maybe you could arrange to car share as this reduces the number of vehicles on the road and reduces the numbers of journeys you need to make.

And finally if you have any ideas as to how we can further develop sustainable travel please let us know, we are always looking for ways to be even better than we are now!

### **Walking Bus**

Some children have in the past walked to school with the 'Walking bus'. This helps children get regular exercise and gives opportunities to socialise with children of different ages living nearby. It also allows parents to get on with their morning jobs or get to work secure in the knowledge that their children are being supervised on their journey to school. This works by parents taking it in turn to supervise the children. However, there has been very little demand for this recently and the 'bus' no longer operates. If you would like to be involved in a re-launch please contact the office for more details.



### **SCHOOL CURRICULUM AIMS**

The school vision and aims are reviewed each year by staff and governors. These aims will change as the school, society, technologies and education philosophies change; therefore, parents and carers are invited to comment upon the aims of the school as stake-holders in education. Thoughts and comments should be directed to the head teacher or the chair of governors.

## **Mission Statement**

**The key aim of Martongate Primary School is to provide an entitlement to teaching and learning which offers both quality and equality of opportunity and encourages all children and adults to develop their abilities to the full within a stimulating and well-managed environment.**

The specific curriculum aims of the school are as follows:-

- To develop the Key skills of Numeracy, Literacy and Oracy through which greater access to the whole curriculum can be achieved; and also develop a range of artistic and technical skills which will help them to be aware of, and respond to their world.
- To develop skills in order to prepare our children as citizens of the world of the 21<sup>st</sup> Century.
- To develop the ability to question, argue rationally, investigate logically and solve problems.
- To use a variety of effective teaching strategies in order to teach in a lively and challenging way, giving consideration to the learning styles and needs of individual pupils, groups and classes.
- To encourage pupils, (parents and teachers) to have high expectations of both themselves and each other.
- To develop in pupils a lively, enquiring, imaginative and creative mind.
- To encourage in pupils an understanding of the need for good behaviour, politeness and attention to task.
- To develop children's awareness and control of their own bodies and to understand the benefits of personal health and fitness.
- To promote the spiritual, moral, cultural, mental, aesthetic and physical development of pupils.
- To develop the ability to take an active role in their own learning and to take increasing responsibility for themselves.

In order to encourage children to achieve their personal best, they will be helped to develop such positive attitudes as perseverance, independence, co-operation, teamwork and commitment.

## Curriculum Content

The available teaching times are defined as opening times minus times spent in acts of worship, assemblies and at breaks.

**Key Stage One Available Teaching Time - 22 hours 30 minutes**

**Key Stage Two Available Teaching Time - 23 hours 15 minutes**

The school follows the Programmes of Study of the National Curriculum for England and Wales.

It has been agreed by Staff and Governors that the Core Curriculum (Maths, English and Science) shall take up the greater proportion of the available teaching time.

English and Mathematics - Usually one hour per day each

Science - around 2 hours per week

Children are given the opportunity to work on longer tasks where appropriate linked to other curriculum areas. This is known as Literacy Linked Learning (LLL). This modification becomes increasingly applicable as pupils move up throughout the school. Teachers plan most lessons carefully to include Literacy objectives whilst also covering learning outcomes from a range of non-core subjects. This approach helps children to understand their learning in a thematic context.

A daily mathematics lesson is taught which includes the key elements of oral and mental calculation, main activity and plenary. The governor with the responsibility for monitoring Mathematics is Mrs Z. Messenger.

Information and Communications Technology holds a special place in the curriculum as both a subject area in its own right but also as a vehicle for learning for all other subjects. The ICT suite allows for the teaching of specific ICT skills for us to one hour per week, whilst classroom based hardware is being continually updated. The governor with responsibility for monitoring the development and delivery of the ICT curriculum is Mrs. W. Burnhill.

The school retains a broad based and balanced curriculum. The Foundation subjects of Geography, History, Music, Art & Design and Design Technology are each be allocated a balanced proportion of the available teaching time. The school has a very high profile in our sports provision with many successes at Local, County and National Level. This is due to the input of a very dedicated team of teachers, support staff and volunteers who give pupils the opportunity to access a wide variety of sporting activities, both in school time and in extra-curricular clubs. We also believe in the importance of Personal Social and Health Education which will include elements of 'Citizenship', and children are taught systematically how to become valuable members of the broad community. Any time remaining will be used by teachers to enrich or extend the curriculum as appropriate to the needs of the children.

'Key Objectives' have been written by the staff for each of the curriculum areas for each year group. These objectives are based on challenging but realistic targets for all children and will lead to the school meeting high level targets for attainment. 'Key Questions for

Assessment' provide the framework for monitoring pupils' progress in the core and foundation subjects.

Religious Education is taught to all children unless they are withdrawn from lessons by the written request of their parents. The school will follow a scheme of work for R.E. formulated by the co-ordinator after consultation with staff and governors, which is based on the East Riding of Yorkshire Agreed Syllabus.

### **Cross Curricular Themes**

The six aspects of learning of the Foundation Stage continue to form themes which connect learning via subjects:

- Personal, social and emotional development
- Communication, Language and literacy
- Mathematical Development
- Knowledge and understanding of the World
- Physical Development
- Creative Development

Opportunities for the teaching of issues related to each of the above will be taken into account in the long, medium and short term planning process.

### **Skills for Learning**

In every subject, skills for learning will be taught, practised and learned. These include:

- Communication
- Study skills
- Problem solving skills (including the adaptability to cope with change)
- Technological skills
- Personal and Social Awareness

### **The Environment for Teaching and Learning**

In order to fulfil a commitment to raising standards and continuous improvement, the environment for teaching and learning must be thoughtfully and carefully managed.

Teachers and pupils will aim to:-

- ensure a safe and well-ordered school environment;
- create a stimulating environment for challenging work;
- value and display the work of children which demonstrates their "personal best",
- establish an environment for staff, children, parents and helpers in which the contribution of each individual is recognised and valued in an atmosphere of warmth and trust;

- strive to create a quiet working environment in which politeness, helpfulness, kindness and tolerance are the visible and accepted norms.
- strive to create an atmosphere of fun and enjoyment whilst also developing an understanding of the benefits and rewards of hard work.
- develop an understanding in pupils that they are responsible for their own actions and that the actions they take may affect others.

### **Curriculum Subject Policies**

Each curriculum subject taught at Martongate has its own policy document in place. Review of the policies and schemes of work take place regularly in line with the rolling 3 year monitoring and evaluation schedule.

Priority areas and subjects are referred to in the school improvement plan.

Subject policy documents will strongly reflect the vision and aims as set out in this statement but will also deal with the specific issues relating to that area of the Curriculum including:

Health and Safety  
 Special Educational Needs  
 Teaching Strategies and Learning Styles  
 Schemes of Work  
 Cross Curriculum Links

### **Homework Policy**

The governing body is committed to raising standards and promoting skills for life-long independent learning. There is evidence to support the view that children who receive regular, purposeful homework achieve higher levels of attainment; and that parents' active support and involvement in their child's education can make a major difference to their attainment and attitude to school.

We understand that many of our children take part in out of school activities and we positively support this by organising many extra-curricular activities. This is part of the Martongate ethos and we would not wish homework to curtail this important part of a child's development. Teachers therefore will always be mindful of the pressures on children's time when setting homework tasks.

### **Attendance Figures**

The attendance figures for academic school year 2010-11 were as follows

Authorised absence - 95.1%  
 Unauthorised absence - 0.4%

## Targets for Attainment

These targets are percentages of pupils to achieve Level 4 and Level 5 in English and Mathematics at the end of Key Stage 2 (age 11) in the Summer term of the Year 2012. The targets are set after extensive teacher assessment and are based on the predicted progress of individual pupils.

ENGLISH - 2 LEVELS OF PROGRESS IN KS2  
90%

MATHS - 2 LEVELS OF PROGRESS IN KS2  
85%

LEVEL	ENGLISH and MATHS
4	77%
5	22%

## Partnerships

The school aims to:-

- Develop an active partnership with parents in the education of their children.
- to provide opportunities to help our children to understand their own community and the roles of those within it;

The Governors place a vital emphasis on the importance of this partnership in which everyone works together to contribute the maximum benefit for all the children in our school.

## Special Educational Needs

There is detailed provision within the school for children with special educational needs. Children are identified as having special educational needs by a range of assessments and thereby follow the Code of practice and the stages therein. Children, once identified, follow a carefully structured programme of work which is monitored at least termly. Regular contact is maintained between home and school. Specialist support is available from Special Educational Needs Support Service (E.R.) and other outside agencies are consulted as the need arises. At the time of publication there are 61 children on our list of children with Special Educational Needs with 4 children subject to statements. Extra teaching time is contracted from the East Riding Special Needs Support Service as appropriate.

The name of the Governor designated to have oversight of this aspect of the school's work is Mrs. W. Uttley.

The name of the senior member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of pupils is Mrs E. Hatton.  
(The full S.E.N. Policy is available from the office on application.)

## Sex and Relationship Education Policy

The school has a policy which states that Sex Education shall be taught as part of a programme of study relating to "Health for Life". Much of this programme has as its point of reference the Programmes of Study for Science at Key Stages One and Two.

However, more specific teaching on life cycles, body changes and hygiene will take place in years five and six. The content of this programme will be available for parents before teaching and learning activities take place.

The governors believe that sex education is best placed within the overall context of family life and relationships, stressing the need for positive attitudes and a sound moral framework.

The Sex Education Policy for Martongate School is available for parents from the school office on request.

## Equal Opportunities

The school is pro-active in its policy for equal opportunities. No child or adult shall be discriminated against in any area of school life for reasons of gender, race or creed. Through its content and organisation the curriculum should provide children with a non-sexist education. All children will have access to full range of equipment and will be encouraged to use resources equally. All children will have the opportunity to take part in curricular and extra curricular activities regardless of gender.

Positive steps will be taken by governors and staff to ensure that this policy is upheld.

## Anti Racist Statement

This school has a declared commitment to racial and cultural harmony and is determined to take all necessary steps within its power to bring about the conditions where it is best able to flourish.

The governors and staff of Martongate believe that all institutions play a vital and formative part in this process and that racial harmony in the future will very largely be influenced by what happens in schools today. We also believe that teachers, support staff, helpers and parents have a special responsibility for enhancing racial and cultural understanding, tolerance and respect in children for others as well as themselves.

**It is our determined view that all adults have a responsibility for ensuring that pupils in their care come to recognise racist attitudes and behaviour, understanding that it is offensive and that it should not be tolerated.**

Cultural development will continue to be an integral part of the school's ethos, particularly through its approach to the Spiritual, Moral and Social aspects of life in a multi-ethnic society.

These aspects will be taught mainly as cross-curricular issues that are planned for inclusion at the most appropriate and meaningful points in the long-term plan. However, as children move into the older age groups it will become increasingly appropriate for some aspects to be included as discrete issues for regular consideration within programmes of Citizenship and Personal and Social Education.

At Martongate, we aim to give children the confidence to challenge prejudice and injustice and to be part of a developing culture that respects and values the individual, enjoys togetherness and celebrates differences.

### **Organisation of classes**

All children at Martongate are educated in single age classes. This organisation is reviewed annually to take into consideration class sizes, available teaching staff and areas and the needs of the children within the classes.

The National Curriculum subjects and Religious Education are taught in accordance with statutory requirements. The children are grouped in mixed ability classes. However, where it is seen to be advantageous for educational reasons, ability groupings may be organised for some subjects within the year groups.

Planning for and assessment for each National Curriculum subject will follow the programmes of study as proposed by DFE. Generally, plans will follow a scheme of work for each individual subject. However, medium term (half termly) planning will include a thematic heading in order that teachers may take advantage of cross curricular opportunities and that the content of related subject areas can be contextualised to aid teaching and learning.

### **Teaching Styles**

Teachers will use a range of styles to teach the range of subjects and activities at Key Stages One and Two. Many considerations will be taken into account during the planning process, including the type of activity, present abilities of pupils, past experiences of pupils, individual, group or class activity, availability of resources, learning styles of pupils, lesson objectives. After due consideration, teachers will decide upon the most appropriate style of teaching.

### **School Discipline**

We believe that a good school expects high standards of care and consideration in its pupils. There are school behaviour and anti-bullying policies which are made known to all children and parents on entry (copies of which may be obtained from the school office). There is an emphasis on parental co-operation within the policy and therefore reviews of its contents include parental consultation. When problems arise, a Pastoral Support Plan will be initiated during which the parents will be actively involved. Pupils are expected to show respect, good manners and politeness to everyone at school and to look after equipment, the buildings and surroundings. Bullying, violence and swearing are not tolerated.

## Absence from school

There will be occasions on which your child will be absent from school. It is extremely important that you inform the school of the dates of absence and the reasons for the absence. Any absence for which there is no notification of reason from an adult with parental responsibility will be classified as unauthorised.

## Term Time Holidays

There is a proven link between children's attainment and the amount of time that they spend in school and the East Riding Council has identified that children being removed from school during term time is becoming a real issue for schools in our area. Consequently the council recently issued revised guidelines limiting head teachers' discretion to authorise additional holidays. The Bridlington Headteachers felt that this policy did not reflect the seasonal employment needs of our seaside economy and have produced their own slightly amended version of the policy.

You are required under the Education Act (1996) to ensure your child attends school regularly. There is, however, a discretionary power held by headteachers to authorise absence in extenuating circumstances for **up to 10 days** in an academic year between September and July. This may include term time holidays, but this is **not an entitlement**. The headteacher will only authorise holidays during term time in accordance with the Bridlington Schools Partnership 'Term Time Holiday Policy', but will not authorise absences if they believe it is to the detriment of a child's education.

For your request for your child's absence from school to be authorised, it must fall into one of the following categories-

1. Where you have to take holidays at a time specified by your employer.
2. Where a holiday is recommended as part of you, or your child's rehabilitation from a medical or emotional issue.
3. Where you are considering emigration and wish to visit the country as part of your consideration,
4. To attend a wedding or funeral of a close member of the family that is taking place out of the area.
5. Other unavoidable circumstances

Evidence would be required in each case.

Holidays will not, **under any circumstances** (including those listed above) be authorised at the following times-

1. The first six weeks of any academic year (applies to all pupils).
2. Year six transition day (for pupils in year six).
3. Year six SATs week (for pupils in year six).

If you are considering taking your child out of school during term time, please contact the school to arrange a meeting to discuss the proposal. If it is felt that the request **may** be

granted then you will be issued with a form to complete and you will be asked to provide supporting evidence.

**Please note that holiday forms will no longer be available without this meeting with a member of the school staff.**

If your request is approved, you are required to ensure your child catches up on any missed school work. This is your responsibility and school will not normally provide work for your child to complete.

Any excessive family holiday or any unauthorised leave of absence will be recorded as unauthorised by the school on your child's records. This may result in legal proceedings against you, either through a Penalty Notice or the Magistrates' Court

### **Sporting aims and provision for sport**

The school holds great store in its provision of a wide variety of sporting activities for all children. We work extremely hard to ensure access to the programmes of study for Physical Education in its fullest sense for the appropriate Key Stages. This includes gymnastics, dance, individual and team games, swimming and outdoor adventurous activities.

Subject to staff availability the school also seeks to offer extra curricular opportunities in a range of sports and leisure activities. Extra-curricular activities are available to all children of the appropriate ages regardless of gender or disability.

The school takes part in team and individual competitions arranged by the Bridlington and District Schools Sports Association, East Riding Schools Football Association and British Schools Gymnastics Association. We also subscribe to the Sports Councils initiatives for Sport in Schools, Top Play, Top Sport and Top Gym.

The school will also continue to forge links with local schools, sports clubs and associations and make use of coaching skills of parents for the furtherment of sporting excellence of pupils at Martongate Primary School. The school has been awarded the Sport England National Sports Mark Accreditation.



### **Musical Provision at the school**

All pupils have access to music through the programmes of study of the National Curriculum. The school however, has a tradition for music provision which is above and beyond the requirements of the National Curriculum. The school provides an opportunity for the upper junior children to sing and perform in a choir. Children will have the opportunity, during Key Stage Two, to audition to take part in additional instrumental tuition provided by the East Riding Music Support Service. On a few occasions the support service may be able to loan instruments to children. However, parents would generally have to provide the instrument for the child in order to take part in lessons. The school does not seek to hinder musical progress because of financial reasons and therefore parents who feel unable to hire or buy instruments for financial reasons should write to the Music Co-ordinator or Head Teacher. Parents are invited to make parental contributions to offset the costs of instrumental tuition. Children who progress well in musical tuition may be asked to join the school orchestra which performs in acts of worship, concerts and celebrations. Subject to staff availability children will also have the opportunity to learn to play the recorder at lunchtime or after school clubs.

### **Extra Curricular Activities**

Many of the activities have been mentioned previously under sporting and musical provision. However, there are many other activities led by staff outside school hours to which pupils are invited. Some activities are seasonal and all are subject to the availability of staff.

### **Pastoral Care**

All staff are trained in First Aid and each teacher takes a personal interest in the care of his/her pupils. Problems relating to health and school progress are discussed as they arise or at pre-arranged consultation evenings. Details of telephone contact numbers for parents and designated carers are kept at school. In case of illness or injury the school will endeavour to contact parents or the emergency number given.

Should treatment be needed more urgently, the child will be taken to Hospital directly.

The school has five appointed first aiders:

Mrs T Straker - Teaching Support  
Mrs M Turner - Teaching Support  
Mrs S Leddy - Teaching Support  
Mrs J Blacker - Senior Midday Supervisor

The school provides regular training courses for emergency first aid for staff and helpers. The school has a medical room where children who feel unwell can rest quietly.

Parents of children diagnosed with a communicable disease or illness should contact school for advice on when to return to school.

## Separated Parents

It is a sad fact that sometimes families separate. If this is the case, please inform the office so that we can help and support you during your child's time at Martongate.

Our separated parents policy is to send monthly newsletters, invitation to parents evenings and school reports. We try to keep parents informed as much as possible.

## The Child Protection Statement

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



## Medicines

Please note that although Martongate Primary is a caring school that works hard to support families, the school is not obliged to administer medicines to pupils and the administration of medicines by staff remains a voluntary action.

### **General**

1. Medicines will only be administered by the school when children are well enough to be in school, when parents are unable to do so and when it would be detrimental to a child's health if the medicine were not administered during the school day. However, there may be some children whose care or condition is particularly complex and the school may be unable to comply with the request. If there is any doubt then the matter will be referred to the headteacher who will make a determination.

**2. Only medicines that have been prescribed by a doctor, dentist and nurse prescriber or pharmacist prescriber will be administered. Medicines from any other source, e.g. over the counter medicines such as Calpol will not be administered by staff.**

Calpol is used to reduce temperature and as a pain killer; the school does not feel that it is possible to say at 9am that a child will need to reduce temperature or pain at 12 noon, and we do not feel that it is right for us to make that determination, although parents are welcome to come to school at lunchtime to check their children and administer medication as they see best. Cough sweets should not be brought to school.

The only exceptions to this rule are:

- When a child is on a school trip and needs travel sickness medication
- If a parent feels that their child needs to administer lip salve/Vaseline, then the child should bring this and administer it themselves (but not share with any other child).

3. Medicines must always be provided in the original container as dispensed by the pharmacist and include the prescriber's instructions for administration. Parents also need to provide the means by which to measure the appropriate dose. The school will not accept any medication that has been taken out of the original container.

4. No Medicine will be administered unless clear written instructions to do so have been obtained from the parents or legal guardians and the school has indicated that it is able to do so.

5. Medicines will normally be administered by a specified member of school staff. However, where the medication takes the form of a cream or ointment, it may be more appropriate for the child to administer it under the direction of a member of the school staff. Asthma inhalers are administered by the child for whom they are prescribed.

6. Any unused or out of date medication will be handed back to the parents/carers of the student for disposal. It is the parent's responsibility to ensure that the inhalers supplied to the school for students use are still within date.

### **Injections**

There are certain conditions e.g. diabetes, bleeding disorders or hormonal disorders which are controlled by regular injections. Students with these conditions are usually taught to give their own injections. Where this is not possible, they should be given by their parents. If students are administering their own injections or other medications, this will be done under supervision in the school's medical room. Some children have systems for administering a dose of emergency medication (such as Epi pens for anaphylaxis). Staff are trained in the use of these and will administer them in an emergency.

### **Charging and Remissions**

This Policy gives guidance on areas of school activity for which the school asks parents to pay. These are usually visits out of school where there is an admission fee and transport costs; residential visits where accommodation and transport costs are covered; and music tuition for children who receive lessons in small groups from the Music Support Service.

The revised Policy takes into account that the school will consider to meet the costs incurred for those children whose parents are in receipt of:-

- Income Support
- Child Tax Credit providing not entitled to Working Tax Credit
- An Income-based Jobseeker's Allowance
- Free School Meals

These parents will continue to be asked if they would like to make a voluntary contribution towards the costs.

Whilst the school is in receipt of funding for disadvantaged families, the school will offer to cover all or part of the costs for school trips / residential visits, extended services such as holiday and after school activities, for those in receipt of the above.

Unless in exceptional circumstances, all other parents will be asked to cover the costs for activities for which charges can be made.

This is of particular significance for parents of those who receive music tuition. Unfortunately, if parents refuse to pay the costs of the lessons, then the tuition will have to be withdrawn. The Governors felt it is unfair for the costs of these lessons to be covered by the school budget.

All monies contributed towards the cost of an activity organised by the school or by its staff in the name of the school shall be used for that activity. Any excess of contributions over the cost shall be returned to parents in an equitable fashion as soon after the activity is concluded as possible. Parents shall be free to inspect balance sheets and receipts for all activities to which they make voluntary contributions.

Parents have a general right of access to personal data held on their child/ren. If you wish to access the personal data then please contact the Head Teacher in writing. There will be a charge of 10p per A4 sheet to cover administrative costs.

### **Transfer to Secondary Education**

At the age of 11 children leave Martongate to begin the next phase of their education at Headlands School and Community Science College, Bridlington School Sports College, St Augustines or Drifffield School. We have very good links with Headlands where the majority of children move on to and there is a programme of induction into this school.

### **Quality Service**

At Martongate we aim to provide the best quality of education. In seeking to continuously improve, we keep our policies and practices under constant review. It is our intention to keep our community well informed of the things that are happening at Martongate and to ask for their opinions or thoughts. We also encourage other parents, governors and partners in the community to help us by letting us know of ways that they feel we can improve.

### **Complaints Procedure**

There is a procedure which is open to all parents should they wish to make a complaint about any aspect of school life. The governors and staff see this procedure very much as a way of maintaining high standards of quality provision. Many perceived problems are solved by contacting class teachers at a convenient time. However, it may be felt that a complaint should be taken up with the Head Teacher. On most occasions, the Head Teacher will be able to speak to parents in person or via the telephone in order to deal with any problem quickly. Alternatively, parents can write to the Head Teacher at school, in which case there is a promise that a reply or acknowledgement will be sent within three working days.

An appointment to discuss the issues surrounding the complaint will usually be made at the earliest convenience. If parents are then not satisfied with the manner in which the complaint has been handled or by the outcome, they can then take the matter further by

writing to the Chair of Governors at the school address. If the matter still cannot be resolved at that stage, then a 'complaints sub-committee' of governors may be called at which the issues will be discussed.

Finally, on extremely rare occasions, parents may wish to write to the Lifelong Learning, Leisure and Libraries at County Hall, Beverley, who will investigate the complaint with the Head Teacher and Chair of Governors.

It is the wish of the school that matters of complaint are dealt with at the earliest possible point with the co-operation and satisfaction of all concerned.

### **Disclaimer**

The information given in this prospectus was valid in the Autumn Term of 2011. It is possible that there could be changes affecting either the arrangements as generally described or any part of them before the start of the school year 2011-12 or subsequent years. Parents wishing to contact either individual members of staff or governors named in this information are advised to check the details with the school in case of any changes.

