



TIPTON ST JOHN  
CHURCH OF ENGLAND VA PRIMARY SCHOOL

**School Prospectus**  
**2021 - 2022**

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**TIPTON ST JOHN**  
CHURCH OF ENGLAND VA PRIMARY SCHOOL

Dear Parent

Welcome to Tipton St John Church of England Primary School!

Thank you for requesting information about our school. We hope you will choose to come and join us.

In our school we recognise and celebrate the uniqueness of every individual child. We aim to provide a happy, secure and stimulating environment in which children and adults enjoy learning, and together achieve the highest possible standards. Although our school is relatively small, this makes it easier for everybody to work hard and to help new people settle and become part of our very special school community.

The school has a strong Christian ethos and Christian values are promoted across the curriculum. As a community we regularly spend time looking at what it means to put into practice the values of 1 Corinthians 13: being patient, being kind, not being envious, not boasting, not being proud, not being rude or self-seeking, not being easily-angered and not keeping a record of wrongs, not delighting in evil, but rejoicing with the truth, always protecting, trusting, hoping and persevering.

This prospectus can give only a flavour of the school. Please come and visit us to find out if this is a community to which you and your child would like to belong.

Yours sincerely

***Pete Button***

Mr Pete Button  
Head of School



# Our Vision

Children, staff, parents and governors have all agreed on these core values for our school. Based on the Biblical text from the first book of Corinthians beginning at verse 13, these are our values:

Love  
Patience  
Perseverance  
Respect  
Friendship  
Forgiveness  
Kindness  
Hope  
Trust

In the school logo the trunk and branches of the tree represent the cross and each leaf represents a value, love being at the centre.

Going for the best  
to honour God and  
inspire each other



TIPTON ST JOHN  
CHURCH OF ENGLAND VA PRIMARY SCHOOL

## ***Our School Prayer***

This is our school  
Let peace dwell here,  
Let the room be full of contentment,  
Let Love abide here,  
Love of one another,  
Love of mankind,  
Love of life itself,  
And the Love of God,  
Let us remember  
That as many hands build a house,  
So many hearts make a school.

# Amen.

## **Message from the Chair of Governors**

Dear Parents and Carers

School governing bodies have many, and at times complex, responsibilities but in general we are there in a strategic role to set the policy framework for the school, to set suitable aims and objectives, agreeing policies, targets and priorities and monitoring and reviewing those aims and objectives, as well as whether the policies, targets and priorities are being achieved.

We are all volunteers who come from different backgrounds and bring with us a variety of talents and skills to address our wide range of duties and responsibilities. The composition of the Governing Body reflects the many groups who have an interest in making the school a success. Whilst this can be a diverse group we have in common a dedication to ensuring that the children in our school have the best possible education and that the Christian ethos of the school is upheld.

The Governors are committed to ensuring that the school is both a successful and a happy environment for children. We recognise that parents and carers play a vital role in helping their children to succeed in school and we look forward to working in partnership with you, the school staff, the PTFA and the wider community in enabling each child to make the most of their time with us.

Kevin Brandom

(Chair of Governors)

## **Governing Board at March 2022**

<b><u>Governor</u></b>	<b><u>Representing</u></b>	<b><u>Term of office ends</u></b>
Mr Oliver Williams	Local Authority	08/10/2021
Mr Eddie Smith	Parent Governor	26/01/2025
Mrs Sarah Walls	Parent Governor	16/06/2023
Mrs Christine Forbes	Foundation (Diocese Tipton St John)	01/09/2026
Mr Matt Sullivan	Foundation (Diocese Tipton St John)	12/11/2021
Mr John Sherwood	Foundation (Diocese Tipton St John)	31/08/2018
Mr Kevin Bandom	Foundation (Diocese Feniton)	05/06/2020
Mr Mark Humphries	Foundation (Diocese Feniton)	30/06/2019
Mr Colin Butler	Staff (Executive Headteacher)	31/08/2017
Mr Pete Button	Staff (Head of School, Tipton St John)	06/10/2026
Mrs Amanda Parsons	Co-opted (Head of School, Feniton)	13/09/2019
Mrs Richard Styles	Parent Governor	01/03/2025
Mrs Jemma Bargery	Parent Governor	03/03/2026
Ms Jessica Bengel	Clerk	

The Chair of Governors can be contacted via the school office or by email:

[admin@tipton-stjohn.devon.sch.uk](mailto:admin@tipton-stjohn.devon.sch.uk)

### Clerk to the Governors

Ms Jessica Bengel

The Governors are responsible for the running of the school. They monitor the budget, have an input into curriculum matters, and ensure that the buildings are kept in good repair. The school budget share is run completely on Financial Management System (FMS).

This is a Church of England Voluntary Aided School and as such the buildings are owned by the Church. As can be seen from the list of school governors the Church and Diocese appoint the majority of governors. The school is thus responsible to the Exeter Diocesan Board of Education. You may communicate with the board via:

Mr John Searson  
Director of Education  
Youth and Children's Work  
Diocesan Board of Education (CCYP)  
The Old Deanery  
The Cloisters

EXETER,  
EX1 1HS

Tel: 01392 294950. Email: [john.searson@exeter.anglican.org](mailto:john.searson@exeter.anglican.org)

The school is also supported by and responsible to Devon County Council

**Staff at Tipton St John Church of England Primary School**

**Executive Headteacher**

Mr Colin Butler

**Head of School**

Mr Pete Button

**Teaching staff**

Mr Richard Hatswell

Ms Zoe Thomson

Mrs Anne Ladbrook

Miss Sally Day

Mrs Naomi Garrick

Mrs Jenny Bolton

**SENDCo**

Mrs Rachel Hanna

**Teaching Assistants**

Mrs Lucy Marshall

Mrs Michelle Grover

Mr Mark Panizzi

Mrs Jeanette Sherwell

Mrs Vanessa Hampton

Miss Lauren Taylor

Mrs Annette Fennell

Mrs Jacky Norman

Miss Eleanor Savage

Mrs Clare Boyes

**Lunchtime Supervisors**

Mrs Michelle Grover

Miss Clare Boyes

Mr Mark Panizzi

Mrs Samantha Vidgeon

Mrs Shirley Turvill

Miss Eleanor Savage

**Administrator**  
Mrs Kate Moore

**Our Vicar**  
Rev Mark Ward

**Clerk to Governors**  
Ms Jessica Bengel

**Catering Assistant**  
Mrs Nicola Burnage  
Mr Geoff Pinn

**Support Personnel**  
Michelle Perryman School Nurse

### **Our School**

Tipton St John Church of England Primary School is a small primary school serving the village of Tipton St John and the outlying rural area. A number of children travel from outside the school's designated area. The school is next door to the church and is situated on two sites divided by a road. The youngest children are based in the building on the lower site. The two older classes are based in the original main building. The school office is on the lower site. The village hall is used for PE, drama and school lunches. Extra-curricular music lessons and some school productions take place in the church. The school uses the village playing-fields for PE lessons and extra-curricular sports.

The school site includes playgrounds and a large grassed area. We make regular use of the village facilities, the church, village hall, playing fields as well as the village environment itself. We also take visits further afield to provide a variety of learning experiences.

### **The Foundation and Early History of the School**

In 1843, in the fifth year of the reign of Queen Victoria, Tipton St John National School was opened under the auspices of Sarah Ireland. About 500 people lived in the village and prior to that date the teaching had been 'conducted in a poor cottage' and had been 'mainly supported by subscription of persons resident outside of the district'. The site for the building had been given by the Vicar of Ottery St Mary, the Revd. S.V. Cornish and £158.7s.11d had been raised towards the estimated total cost of £240.00. The Church of England National Society had donated £25.00 and the Honiton Board of Education £10.00. An application was made to the committee of the Council of Education (now the DfE) for the balance, since the population of Tipton at that time was very poor and there was no possibility of raising any money from this quarter.

When the school opened the infants were upstairs and the juniors on the ground floor but in 1890 the stairs and the upper floor were removed and an extension built on the back to house the infants. It was thanks to the Church of England that Tipton got its school. The Church has always been close to its school both physically and spiritually. It was entirely appropriate therefore that in 1953 the school took its present status of 'Voluntary Aided'. The school was completely re-furbished in 1992 with the upstairs being re-built. Following the refurbishment, the school increased to three classes.

# Our School Ethos

## The Aims of Our School

At Tipton St John, we aim to provide a learning environment which is happy, secure, exciting and well ordered. We believe that each child is a gift from God and we celebrate their uniqueness at the same time as teaching and helping them to live as part of a community.

To achieve this we aim to:

- ❖ Inspire children towards excellence, within the taught curriculum and beyond
- ❖ Ensure that the school is a place where children can explore and develop their interests, abilities and personalities

- ❖ Provide a variety of situations where children can develop the personal and social skills of independence, curiosity, self-confidence, self-respect, understanding of others and co-operation
- ❖ Provide an environment where each child feels secure and special
- ❖ Demonstrate Christian values in the way we live, teach and learn
- ❖ Provide rich learning experiences where children's thinking is challenged and where children achieve their best both within and beyond the requirements of the National Curriculum
- ❖ Create opportunities for children to experience awe and wonder
- ❖ Teach every child to consider the needs of others
- ❖ Teach each child to respect the religious, spiritual and moral values of others whilst considering their own attitudes, values and beliefs
- ❖ Work in partnership with the local community
- ❖ Foster an individual and shared responsibility for our heritage and environment and to encourage a sense of care and stewardship for all forms of life

### **Personal and Social Development**

Through our programme of Personal, Social and Health Education (PSHE), we aim to:

- Provide opportunities, responsibilities and experiences which will prepare children for the adult world.
- Equip children with the skills and attitudes to engage successfully in the task of learning.
- Promote a positive sense of the self.
- Promote good relationships with others.
- promote good attitudes towards others and an understanding of differences between people and their viewpoints.
- Provide opportunities to share and explore life experiences/emotions/ difficulties
- Equip children with knowledge about the world in which they live.
- Encourage reflection about beliefs, choices and values.
- Promote a healthy and safe lifestyle.

The major themes of Citizenship - Rules, Communities, Conflict, Making Choices and Responsibility – are taught as part of PSHE in the school.

### **Responsibility at Tipton**

The school at Tipton St John, embracing children and staff, families, governors, the church, the village and the local area, is privileged to be both a large community and a mini-society. Children are invited to take on a range of responsibilities such as librarian or lunchtime playleader. For these roles, applications have to be made and children undergo formal interviews with the Head of School.

## **Family Groups**

Family Groups are a feature of our school. Each group is made up of children from all year-groups, from Reception to Year 6, with one or two members of staff. Meeting weekly, the groups play games and talk together. These groups provide a forum for discussion; decisions about improvements to the school often have their beginnings in our Family Groups. The groups enable children from across the school to get to know children outside their own immediate circle of friends. Older children “keep an eye out” for the little ones from their Family Group and the younger children come to realise that big children need looking-after too.



## **Behaviour**

Every child at our school is entitled to high quality learning and teaching experiences and to feel safe, secure and valued. Good behaviour and discipline are essential if effective teaching and learning are to take place.

In order to promote good behaviour and discipline

- We encourage independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Adults and children work together to develop rules which are understood and enforced by all people connected with the school - children, staff, parents, governors, students and other visitors.
- We work hard to create an atmosphere of mutual respect in which reflection, contrition and forgiveness are encouraged.

If problems occur, we employ a range of procedures including a verbal warning, removal of the child from the situation, loss of privilege time, and sending the child to the Head of School. We are quick to inform parents of any behaviour issues and if necessary work with parents in addressing any problems as they arise.

# The Curriculum

## Our Curriculum Aims

At Tipton St John we aim to create an exciting and stimulating environment in which each child is encouraged to achieve their full potential. Alongside the fostering of good relationships we strive to encourage the development of responsibility, self-discipline and creative independent thinking.

The primary curriculum encourages the development of children intellectually, emotionally, socially and morally, and provides them with the basic skills they need for work and leisure.

In particular the curriculum is intended to:

- Encourage children to widen their use of language in its written and spoken forms;
- Help children develop mathematical and scientific skills and to apply them effectively;
- Give children an understanding of the role of technology;
- Give children an understanding of and interest in the history and geography of the environment in which they live and beyond;
- Give children the skills, concepts and opportunity to express themselves through music, drama, and a variety of arts and crafts;

- Help children develop their physical co-ordination, confidence and capability and to develop an awareness of the requisites for good health and fitness;
- Help children develop a respect for other religious and moral values, and to begin to make decisions about their own religious and moral code;
- Encourage a personal response to the purpose of life;
- Provide experiences that lead to reflection and an opportunity to attribute meaning to experience.



### **Our Approach to Teaching and Learning**

Every child is entitled to high quality teaching and learning. We believe that every child should:

- Derive satisfaction from a sense of achievement;
- Develop interest and motivation in their work;
- Have confidence in their ability to work at an appropriate level;
- Receive a curriculum which is broad and balanced;
- Have equality of access to the curriculum;
- Experience a range of teaching methods;
- Be involved in both integrated and subject-specific activities;
- Work individually and as a member of a group;
- Have their progress monitored and recorded;
- Work with a number of adults; and
- Experience lessons where there is a purposeful atmosphere and respect between adults and children.

We believe that children should have a role in planning and organising their learning. We involve them in decision-making from a very early stage. All children are encouraged to evaluate their own work and suggest improvements.

Our teachers promote high expectations and they employ a range of teaching-styles. Teachers work together to plan high quality lessons enabling children to learn a range of skills, knowledge, concepts and attitudes.

We recognise the role of work carried out at home and we are very grateful for the support of parents and the community.

### **Organisation of classes**

The classes at Tipton are usually made up of at least two year-groups. They also contain a wide range of abilities. A range of different work is therefore covered, appropriate to the age, ability and developmental needs of the children in the class. Within each class teachers plan for and use a range of different groupings, sometimes grouping according to ability, sometimes mixing the age-groups. We also consider children's different preferred learning-styles and use these as another way of grouping children for some activities. Teachers assess each child's work carefully and base future planning on these assessments. As children usually spend two (or three) years in one class, teachers and children get to know one another well. Teachers are able to make quite detailed observations about children's progress which enable them to plan well-differentiated work.

### **Subject-specialist teaching**

All our teachers are well-qualified and able to teach all National Curriculum subjects and Religious Education across the primary school age-range. We make use of particular staff expertise to provide some subject-specialist teaching, where appropriate, in order to promote the highest possible standards.

The curriculum information which follows represents core subject areas and those aspects which might be of particular interest to parents. Further details are available from school and under the 'Learning & Teaching' tab on the web site.

### **Special Educational Needs**

Every child is unique and their needs are special. Where a child's particular educational needs require extra support or specialised teaching, an Individual Education Plan (IEP) is drawn up by the class teacher and the Special Educational Needs Co-ordinator (SENDCO), in consultation with parents. Other professionals, such as the Speech Therapist, Educational Psychologist or School Nurse, might also be involved in advising and supporting. Parents are invited to regular meetings to review their child's progress. Our current SENDCO is Miss Ruth Ingrouille.

### **Gifted and Talented Children**

"Gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group" (DfE). A child might show particular ability in one or more of the following areas: intellectual, artistic and creative, practical, physical, social, or they could be recognised as gifted or talented but might not be reaching their full potential.

As appropriate, the teachers provide differentiated activities and a range of support and resources for gifted and talented pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working. We encourage pupils to fulfil their full potential in those subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

Our co-ordinator for gifted and talented children is Miss Emily Treble.

## **English**

We follow the National Curriculum 2014 and much of our English teaching takes place in the daily Literacy Hour. Teachers use a wide range of carefully-chosen books and other texts to demonstrate and teach children various reading strategies and writing styles. We emphasise the importance of speaking and listening: good oral work enhances children's understanding of language and of the way language can be used to communicate. We want children to:

- read and write with confidence, fluency and understanding;
- be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Additional reading and handwriting take place elsewhere in the timetable. Spelling, grammar, and handwriting are further developed in children's written work across the curriculum.

## **Mathematics**

We follow the National Curriculum 2014 and each class has a daily maths lesson. This involves direct teaching and interactive oral work, with an importance placed on mental calculation. There is whole class and small group teaching, with children working sometimes in pairs and groups and sometimes individually. Within each class, all children will be engaged in mathematics with a common theme, with the work differentiated to meet the needs of the different abilities represented. We want children to:

- Have a sense of the size of a number and where it fits into the number-system;
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- Use what they know by heart to figure out answers mentally;
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;

- Recognise when it is appropriate to use a calculator, and be able to do so effectively;
- Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them;
- Explain their methods and reasoning using correct mathematical terms;
- Judge whether their answers are reasonable and have strategies for checking them where necessary;
- Suggest suitable units for measuring, and make sensible estimates of measurements; and
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.

We use the 'Maths No Problem' teaching scheme as our base teaching materials. Maths No Problem is aligned with the maths Singapore approach.

## **Science**

Scientific activity is one of the ways in which we relate to our surroundings and everyday lives. Teachers provide learning situations where children are required to question, observe, predict, measure and find answers. Pupils are taught skills and shown how to use them. Our children are then able to extend their knowledge and understanding of materials, forces, our environment and living things, including themselves. We currently hold the Gold Award for our science teaching and curriculum opportunities.

## **Information and Communication Technology**

All children, from Reception onwards, are taught to use computers. Each classroom has computers and iPads and is linked to the Internet. Children progress from basic word-processing, to e-mailing, to sophisticated publishing of their work. They use databases and control-technology devices as well as learning about graphical modelling and multi-media presentation. The use of Apple 'platforms' enables children to explore imaginative ways of creating and presenting a range of curriculum material.

## **Religious Education**

We follow the schemes of work and guidance produced by the Exeter Diocesan Board of Education. Our teaching of religious education reflects the Church of England foundation of the school, whilst taking into account appropriate information about teaching and practices of the principal religions represented in Britain. The six principal religions are Christianity, which is covered in depth, Buddhism, Hinduism, Islam, Judaism and Sikhism.

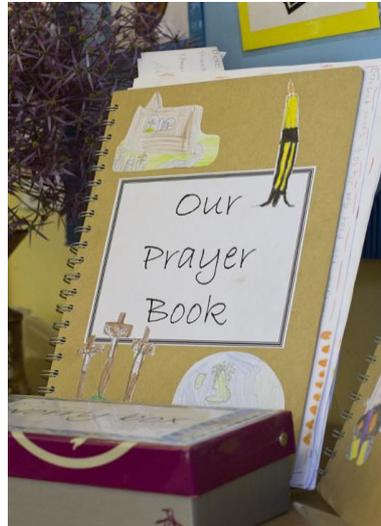
The school is currently rated as Outstanding by SIAMS. (See the report on our website.)

## **Act of Collective Worship**

This takes place each day for about 15 minutes. It is a valuable opportunity for the children and staff to meet, reflect and worship together. The content may include prayers, hymns, Bible readings, music, poetry and plays. Assemblies are led by the Head of School, teachers, local clergy and other visitors. Once a week we worship together in church. Parents are welcome to join with us for these services.

We aim to involve all of our school community as far as possible in our collective worship, both in attendance and participation; this includes our children, our teaching and other staff, our parents, and, where possible, our governors. One of our main aims of collective worship at Tipton St John Church of England Primary School is for it to be meaningful and relevant for all pupils and staff, for those with a faith background and those with none. Parents have the right to withdraw their children from collective worship. As a school we encourage dialogue with parents, so that any concern about any activity is discussed to avoid misunderstanding and confusion. We therefore hope that parents will not feel that they have to withdraw their child from collective worship, as this breaks down the unity of the school.

The school is currently rated as Outstanding by SIAMS. (See the report on our website.)



## **French**

We provide French teaching throughout the school and all children in Key Stage 2 receive an average of 1 hour of French per week. We believe that the learning of a foreign language provides a valuable experience for children. Learning another language raises children's awareness of their multi-lingual and multi-cultural world and introduces an international dimension to their learning, giving them an insight into their own culture and those of others. Children develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English.



## **Cross- Curricular**

Our school prides itself on its environmental awareness and responsibility. We also ensure that equal opportunities, social and cultural issues are addressed as well as the sense of belonging to the community of Europe. Our health education programme ensures that by the time our children have

completed Year Six they will have learned about the necessity of healthy eating and exercise, will have been taught the dangers of tobacco and drugs and will have followed our sex education programme.

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

This is a part of the PSHE programme and happens across the school to develop knowledge, skills and values. S.R.E. is about social relationships and how one cares for, loves and relates to others. It places teaching about sexual development and behaviour into this context.

The Foundation Governors control the content of the secular curriculum. The Governors allocate to the Head of School the responsibility to organise and deliver Sex Education and to carry it out in accordance with the school's policy.

The Education Reform Act 1988 states that Sex Education is discretionary in primary schools. Parents may withdraw a child from Sex and Relationships Education where it is not a part of the science curriculum. Parents wishing to do so are asked to see the Head of School. Parents are invited to view and discuss the information to be given to pupils. They are also informed of the date when their child will be taught specific sexual issues.

### **Finance**

Our vision is that all children will have the chance to learn how to achieve economic well-being by providing our pupils with learning opportunities that teach through exciting, challenging and practical financial activities.

We will encourage enterprise by 'learning through doing'.

All children should have the best possible chance for a rewarding future.

In everything that we do we will encourage our children to work within our school values; patience, perseverance, respect and trust.

### **Homework**

All children receive homework tasks. These vary in length and complexity according to the age of the child, but even the youngest children will be given words to learn and simple number games to play. Each child is expected to take home a reading book each evening.

There are several purposes of homework which include:

- involving the family in a child's learning
- supporting work already done in school
- helping children to develop independent study skills
- allowing children more time and opportunity for individual research into areas of interest.

### **Extra-Curricular Activities**

We encourage children to develop interests through clubs arranged by school and other organisations. We recognise the importance of supporting pupils in their out-of-school activities and celebrating their successes. Some children have instrumental music tuition, for which there is a charge. Swimming

lessons are provided for children in Years 3 and 4 as part of the PE curriculum. Recently we have run a science club, running club, IT club, tag rugby club, gardening and a wildlife club.



### **Assessment and Reporting to Parents**

As teachers, we are constantly assessing children's progress as part of our teaching. We help children to recognise their achievements by the way we mark their work and talk with them and we encourage children to evaluate their own work and reflect on their own progress.

Formal assessment takes place shortly after a child joins the Reception class (Foundation Stage Profile), during the school year of their 7<sup>th</sup> birthday (end of Key Stage 1 assessment, or SATs), and when they are 11 (end of Key Stage 2 assessments or SATs). These assessments form part of the child's school record which goes with the child when they move to secondary school.

You will receive a written report on your child's progress once a year. This report will refer to new skills, knowledge and understanding which your child has acquired and their next steps in learning. There will be an opportunity to discuss the report with the teachers. There is also an interim report that very simply describes in year progress. This is sent out at half term in the Spring.

Parents who are separated may both have a statutory right to be informed about their child's education. We will be pleased to send on any relevant information if we are given both parents' addresses.

There will be termly opportunities for a meeting with your child's class teacher to discuss progress. Parents are also welcome to come and see the teachers at any point during the term. We want parents to feel welcome to come into classrooms. We believe it is important for children to see parents and teachers working together in partnership. 8.45 – 9.00 and 3.30-3.40 are good times for a quick chat. Appointments can easily be made if you need to talk privately with a teacher.

# General Information

## School Intake

Tipton St John Church of England (VA) Primary School is a Voluntary Aided School and therefore the Governing Body is the admitting authority for the school.

- Planned admission number – 15
- Oversubscription criteria – see admissions policy
- One point of entry in September
- Usual year of admission – Foundation Stage

All places at the school will need to be applied for and will be allocated under the primary co-ordinated admission scheme for Devon, details of which are available in the 'Step by Step' Primary Admissions booklet and online at [www.devon.gov.uk/admissionsonline](http://www.devon.gov.uk/admissionsonline).

The school accepts children (up to the published Planned Admission Number) between the ages of 4 and 11 living in the school's designated area whose parents, having read the school prospectus, wish their children to be educated at Tipton St John Church of England (V.A.) Primary School.

The Planned Admission Level for 2018/19 is set at 15 pupils. Where more parents have expressed a preference for Tipton St John Church of England Primary School than there are places in that year,

the governing body will apply the following oversubscription criteria, in order, in deciding which children should be offered places:

- i. Looked After Children or previously Looked After Children who were immediately adopted or made the subject of a child arrangements order or a special guardianship order.
- ii. Children for whom an exceptional medical or social need to attend this school is demonstrated.
- iii. Children who live in our designated area, with a sibling on roll at the point of application.
- iv. Other children who live in our designated area.
- v. Children who live outside our designated area, with a sibling on roll at the point of application.
- vi. Children who have (or whose parents have) an active Christian commitment.
- vii. Children of members of staff employed at this school for more than two years when the application is made or recruited within the past two years to fill a vacancy for which there was a skills shortage
- viii. Other children..

Any child whose Education, Health and Care Plan names this school will be admitted.

If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school as a direct line from the entrance to the property to the nearest available official entrance to the school (that is, the shorter the distance, the higher the priority).

Priority may be given to the admission of a child for whom an exceptional medical or social justification is demonstrated by professional supporting evidence submitted to the school with the application. Such evidence could be a letter from a registered health professional such as a doctor or social worker and must set out why Tipton St John is the most suitable school and the difficulties for the child if they had to attend an alternative school. Requests for admission under this criterion will be considered by the Admissions Committee of the School's governing body. Requests that the committee consider do not demonstrate 'exceptional medical or social justification' will be dealt with alongside all other requests and parents retain their right of appeal.

The governing body has delegated the admissions procedure to the school admissions panel.

If a child is refused a place at the school, parents may appeal against the decision. They are advised to contact the school to discuss the appeal process, and also The Admissions Team, County Hall, Exeter, EX2 4QG, Tel: 0845 155 1019 to discuss alternative school places which may be available. Appeals should be addressed to the clerk to the Independent Appeal Panel at County Hall.

Key Stage One class size legislation requires that there are no more than thirty pupils in a Reception class or Years 1 and 2. This is therefore a reason to refuse admission once the planned admission number has been reached for children in Key Stage One. There are separate criteria to decide at appeal whether the admission of a Reception, Year 1 or Year 2 pupil would breach this legislation.

### **New Entrants**

All children who will be 5 from 1<sup>st</sup> September to 31<sup>st</sup> August will be admitted to school at the start of the academic year (1-point entry)



### **The School Day**

School starts at 9am. We ask children to arrive between 8:45 and 8:55 to be in class by 9:00. Parents with children in both buildings are asked to allow time for crossing the road, as this can be quite busy in the mornings. It is very important that children be in their classrooms, ready to start work, by 9am. Children should not be in school before 8:45am as this makes supervision difficult for staff needing to prepare classrooms.

There is a mid-morning break. If the weather is fine, all the children play together on the lower site. We have a lunch-break of one hour. The children eat their lunches in the Village Hall, next door to the school. The youngest children often have a ten minute break during the afternoon. Children finish school at 3:30p.m.

<b>School Sessions</b>	
<u>Key Stage One</u>	<u>Key Stage Two</u>
9.00 - 10.30	9.00 -10.30
Break	Break
10.45 - 12.00	10.45 - 12.00
Lunch	Lunch
1.00 -3.30	1.00 - 3.30

### **Organisation**

Classes are currently organised as follows:

Foundation Stage Unit (Pre-school & Reception)	Mrs Naomi Garrick and Mrs Jenny Bolton
Year 1 and Year 2	Miss Day
Year 3 and Year 4	Ms Thomson and Mrs Ladbrook
Year 5 and Year 6	Mr Richard Hatswell

Our Foundation Stage Unit (FSU) incorporates rising three-year olds (FS1 children) with Reception children (FS2). We have a separate brochure for our FSU – please request a copy from the school office or the school web site.

Children start the day in their own classroom and have most of their lessons there. Teachers sometimes work together to “team-teach” a class or Key Stage, or they may take groups of children to work elsewhere in the school.

In a typical week, time spent on teaching is within the recommendations of the DfE. In addition time is set aside for registration, a daily act of worship, lunchtime and break.

### **Lunch Times**

At present all children have lunch at school. Pupils may bring a packed lunch or have school lunches which come ready-cooked from Feniton CofE Primary School canteen. It is helpful if parents pay for these lunches on-line in advance. ([www.parentpay.com](http://www.parentpay.com)).

**Parents who think they may be entitled to free school lunches for their child should apply on-line at:**

**[https://oneonline.devon.gov.uk/CCSCitizenPortal\\_LIVE/Account/Login?ReturnUrl=%2fCCSCitizenPortal\\_LIVE%2f](https://oneonline.devon.gov.uk/CCSCitizenPortal_LIVE/Account/Login?ReturnUrl=%2fCCSCitizenPortal_LIVE%2f)**

### **Break**

Many children bring a light snack for break time. We encourage healthy eating so we ask you to provide fruit or savoury snacks. Please do not send sweets and chocolate bars.



### **Parental Involvement**

We encourage and value parental involvement in school. Parents help in a variety of ways, including running clubs, accompanying school visits, working alongside children on the computer, reading with children, games sessions, and art and design activities. They help in other ways too, by helping with the grounds and DIY maintenance. We are always looking for support of this nature so if you would like to become involved please do not hesitate to contact us. We believe that partnership between home and school is vital and we can do so much more to help your child to develop if we work together.

### **Parents, Teachers and Friends' Association**

Tipton St John has an active Parents, Teachers and Friends' Association (PTFA) and all parents with children at the school are considered to be members. We also welcome other members of the community in our association. The PTFA work hard each year on a programme of fund raising and social events. They have regularly bought extra items for the school for which we are extremely grateful. The pinnacle of the fund raising year has traditionally been in December at the Christmas Fayre.

### **School Finance**

Our school is financed from these main sources:

#### **The Annual LEA Delegated Budget.**

The school governors oversee the allocation of this money with the day-to-day management delegated to the Headteacher. This budget is used to finance all staff salaries, rates, rents, cleaning, fuel, building decorations, consumable items, administration costs and learning resources.

#### **Grant from DfE requested from the Diocese**

Some repairs and all building costs are the responsibility of the Church of England who request 90% grant aid from the DfE. The Governing Body is asked to find the remaining 10%.

#### **PTFA**

Our PTFA raises money mainly for the purchases of "luxury" equipment for the school.

### **Charging**

The 1988 Education Reform Act introduced new provisions on charging for school activities. Under the Act, schools are unable to charge for the following:

- Education wholly or mainly during school hours
- Materials and ingredients for things made in school which children or parents do not want to keep.
- Visits inside and outside school hours that are necessary for an examination.

Charges may be made for:

- Music tuition that is not part of the National Curriculum
- Board and lodging where a school activity involves a residential element
- The exact cost of optional extras not directly connected with the National Curriculum.

Some school activities and trips will only be possible if parents make a financial contribution. This can only be voluntary and parents will always be informed at the outset.

## **Insurance**

There is no county or diocesan cover against injuries sustained at school. The governors encourage parents to obtain personal cover.

## **Uniform**

We ask parents to send their children to school in uniform as this will help children to develop their sense of identity with the school. It also sets standards of neatness.

All clothing should be clearly marked with your child's/children's names. It is important that the correct clothing is worn for PE for health and safety reasons. The following can be bought from the school supplier – Thomas Moor in Exeter or on line at [www.thomasmooretoymaster.com](http://www.thomasmooretoymaster.com): sweatshirts, polo-shirts, baseball caps and book-bags.

## **School Uniform**

### **Winter**

Grey pinafore dress, skirt or trousers  
School burgundy sweatshirt  
White polo shirt or white blouse  
Flat black shoes  
Grey or white socks or black tights.

### **Summer**

As above or:  
Grey shorts  
Plain white polo-shirt  
Blue and white dress

Children should not wear trainers, pointed-heeled shoes or jewellery.  
Watches and ear studs are permitted.

### **P.E. Kit**

Black shorts  
Black track-suit trousers –fitted rather than baggy  
School yellow polo-shirt  
Trainers or plimsolls  
A change of socks  
Drawstring P.E bag

Year 3 and 4 children will be taken to Sidmouth Swimming Pool during the year for which they will need the appropriate kit and bag.

Our cloakroom space is very restricted. Please do not send your children with large sports bags.

## **Attendance**

We expect children to be at school each day and to arrive on time. Absence is authorised by the school when:

- a child is ill and the parent informs the school;
- the pupil has an appointment to visit a doctor or dentist for part of the day;
- the governors approve a formal request from parents/guardians to take their child away due to **exceptional circumstances** (forms are available from the office); (Family holidays during term time are not considered to be exceptional circumstances).
- the pupil has to attend an interview or examination;
- the pupil attends an approved sporting fixture.

Parents are requested to telephone the school before 09:15 if their child is unwell.

## **Illness**

If your child is unwell or involved in an accident during the school day, we will make every effort to contact you. It is therefore very important that we have an emergency contact number.

We occasionally have children with health problems. If your child has an illness, disability or domestic problem that could affect his/her progress please inform the class teacher.

Should you wish your child to miss any aspects of the curriculum e.g. swimming because of an illness, a letter will be required. If your child is likely to be absent for a long time, the class teacher will be happy to organise some work for your child to complete at home.

## **Medicines**

With the exception of inhalers, children should never bring medicines or tablets to school. Parents should make arrangements for medication such as antibiotics to be administered by staff to their children during the school day if needed. Staff are able to administer prescribed and non-prescribed medicine which is clearly named, on receipt of a completed form (available from the school office).



## **Complaints Procedure**

Any complaints concerning the National Curriculum or any other aspect of school life should initially be taken to the Head of School.

### **Standard Assessment Tests (SATs)**

Pupils in years 2 and 6 are required by law to take these tests. Pupils in Years 3, 4 and 5 are sometimes assessed at the end of the school year in English and Mathematics using Standard Assessment Tests for the appropriate year group. The results of these are used to support the teachers' assessment of the individual pupils. Headteachers of small schools have been concerned about the possibility of identifying individual children through the publication of results, and the Government has acknowledged that a small number of pupils in a year group does not give a true reflection of the standard of achievement across the whole school. The requirement is that Key Stage results are published where the number of eligible pupils is 10 or more.

### **Operation Encompass**



Tipton St John Primary School has been given the opportunity to take part in a project that will run jointly between schools and Devon and Cornwall Police. Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has been exposed to, or involved in, any domestic incident.

Operation Encompass will ensure that a member of the school staff, known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

We are keen to offer the best support possible to all our pupils and we believe this will be extremely beneficial for all those involved.