



# Holy Trinity Rosehill CofE VA Primary School

 **OFSTED**  
RATE US AS **GOOD**   
FEBRUARY 2018

"Pupils show respect for one another and their teachers. They have a strong understanding of the school's values that underpin their interactions with one another and their teachers."



We currently have spaces in our school. Please contact 01642 581239 to arrange a visit.

 **SIAMS RATE US AS**  
**OUTSTANDING**   
FEBRUARY 2018

"The Christian ethos at Holy Trinity is tangible and it permeates every aspect and facet of the life of the school"



We currently have spaces in our school. Please contact 01642 581239 to arrange a visit.

# 2018-2019 School Brochure

*friendship, trust, hope*

# “Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

“Why should you make Holy Trinity Rosehill school your first choice? Here’s why.....”

Our school lunches are amazing! They are all freshly cooked by our school cooks.

We are a Church School and we work by God’ side



“Why should you make Holy Trinity Rosehill school first choice? Our children say here’s why.....”



Our motto is

Love God, Love Learning, Love each other



“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

We raise money for many different charities and make a difference to the lives of others

Our school is a very happy and safe environment



“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

Love God, Love Learning, Love Each Other

Our church is attached to our school

“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”



“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

We are working towards becoming a School of Sanctuary

We have wonderful children who look after everyone the same



“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”



We have many great clubs: before, after and during lunchtimes



“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

“Why should you make Holy Trinity Rosehill school your first choice? Our children say here’s why.....”

Our teachers, teaching assistants and all other adults in school are kind, caring and want the best for us

Our School Council listen to suggestions from our children and help to make our school the best it can be

*Be* always  
**BE KIND**♥



It has been my privilege over many years to visit schools in many different places. This has been across England but also in some of the very poorest countries in the world, like Rwanda, Burundi and Uganda. It does not matter where I see schools at work, I am always impressed by the dedication of teachers and the longing of parents/carers to want the very best for their children. As a parent I know you want the very best for your child. The Church of England is engaged in schools because it too wants the very best for every child.

Every child matters because every child is special. Naturally they are special to you, their parent or carer, and to grandparents/carers. They are also very special to the school. This is particularly true for us in church schools because of what we believe about the value God places on every child.

Jesus' friends were arguing one day about who was the greatest in God's kingdom. Jesus took a small child, stood him or her amongst the group and told all the adults that unless they became like this child they could never enter God's kingdom. I often wonder just how very special that child felt that day. We want that sense of being loved, accepted and valued to be at the very heart of our schools, and of your child's education.

Education matters because it provides building blocks for life now and into the future. We seek to offer the very best education we can in every school. This is not simply about the important matters of reading, writing, numbers and the like. It is also about the values by which we behave, and the kind of people we want to be. We believe our church schools offer great all round education for every child.

I love being able to visit schools and meet children. They are always enthusiastic, welcoming and brilliant at asking tough questions. Their zeal for learning is inspiring.

So welcome to one of our wonderful church schools. I trust your child will find they grow and develop well throughout their time here.

+Paul

Dear parents, carers and family members

On behalf of the children, staff and governors, I'd like to welcome you to Holy Trinity Rosehill Church of England (VA) School where it is my privilege to be Head Teacher. Within the context of Christian belief and practice, our school embraces Christian values which underpin all the work we do. These values have an impact on children in our school as they develop and in doing so help our children consider the implications of their choices in relation to themselves, the communities from which they are part and the wider world.

Visitors to school often comment on our "warm and welcoming" environment and it is this quality which ensures children feel safe and supported. Every time I visit a classroom or spend time with the children I am welcomed by a sea of smiling faces, each keen to learn and immensely proud of their school.

As a staff team we try to make the decisions that parents and carers would make for their own children if they could. We work tirelessly to ensure each child enjoys their education and is able to achieve the best they can, both academically and in terms of their personal, social and spiritual development.

Our greatest success is seen in the kindness, dedication and efforts of our children, staff and governors. As a school we value working in partnership with parents, carers and family members in order for children to find school a positive and rewarding experience. We strongly believe achievement and enjoyment go hand in hand to ensure each child makes the best possible progress and by working together we can make our school the best it can possibly be.

Please take some time to look at our School Brochure and get a flavour of Holy Trinity Rosehill Church of England (VA) School. It is always a delight to welcome prospective parents, carers and family members and should you wish to arrange a visit, please contact the School Office.

Yours sincerely,

Mrs Andrea Swift  
Head Teacher

Holy Trinity Rosehill Church of England (Voluntary Aided) Primary School was opened on 1 April 2006 following the amalgamation of the former Holy Trinity CofE (VA) Junior School and Rosehill Infant School. The original Holy Trinity School was sited next to the old Holy Trinity Church in the centre of Stockton, and throughout the history of the school, its fundamental purpose has been to provide a high standard of education in a Christian context. Rosehill Infant School was built to provide children with a good foundation in education before they transferred to Holy Trinity. The school continues to operate on two sites but staff and children meet on a regular basis promoting one school, one vision and one mission.

#### School Church Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its children.

All of our children were involved in creating our mission statement, Love God, Love Learning, Love Each Other.

Our school aims to:

- Give high priority to the spiritual development of children, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare children for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- Develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

**School Staff: 2018-2019**

**Head Teacher: Mrs Andrea Swift**

**Deputy Head Teacher: Mrs Julie Tomlinson**

	Teachers		Teaching Assistant (s)
YN	Mrs Williams Rainbow Class		Mrs Clayton
YR	Mrs Thomas Blue Class	Miss Goodchild Yellow Class	Mrs Ross-Heeley Miss Thompson Mrs Carson
Y1	Mrs Morgan Green Class	Mrs Drennan Red Class	Mrs Brown Mrs Armstrong
Y2	Mrs Hodgson Orange Class	Mrs Galloway Purple Class	Mrs Cain
Y3	Mrs S Atkinson Emerald Class	Miss Kelsey Crimson Class	Mrs Major
Y4	Mrs Green Azure Class	Mrs Henderson and Mrs C McGee Indigo Class	Mrs Howells
Y5	Mrs du Bruyn Moonstone Class	Mrs H Atkinson and Mrs Edmundson Tangerine Class	Ms McGill
Y6	Mrs Pearson Magenta Class	Miss Cook Lavender Class	Mrs Stewart Mrs McGee
	Mrs Fletcher (PPA cover)		

Teaching Assistants		Office Staff	Lunchtime Supervisors	Cleaning Staff
Mrs S Brennan – HLTA Mrs J Harris – HLTA Mrs J Ross-Heeley Mrs C Howells Mrs D Carson Mrs J McGee Miss D Thompson	Mrs J Cain Mrs J Major Ms B McGill Mrs S Brown Mrs A Armstrong Mrs J Clayton Mrs F Stewart	Mrs M Currie – School Business Manager Mrs D Ellis Miss E Horner Mrs J Oliver  <b>Premises Staff</b>  Mr Mark Powell – Premises Manager Mr Mark Thomas – Caretaker	Mrs M Atkinson (Senior LSA) Mrs J Porteous (Senior LSA) Mrs J Bonner Mrs D Burey Mrs L Chadfield Mrs D Burey Mrs F Khan Mrs R Isherwood Mrs C Johnson Mrs A Leighton Mrs J Reynolds Mrs D Smith Mrs S Waites	Mrs N Hey Mrs T Lee Mrs C Lockwood Mrs A Savage Mrs D Smith

<b>Governing Body</b>				
<b>Foundation Governors</b>	<b>Staff Governors</b>	<b>Parent Governors</b>	<b>LA Governor</b>	<b>Associate Governors</b>
Mrs C Himsworth (Chair) Rev P Neville (Vice Chair) Dr D Gobby Mrs G Robson Mrs H Walker Mrs A-M Anderson Mrs S Huggins Vacancy	Mrs Williams Mrs Swift (HT)	Mrs V Morris Mr A Benzies	Mr J Britton	Mrs M Currie Mrs J Tomlinson Mrs S Brennan

### **A message from Mrs Himsworth – Chair of Governors**

Children, parents, carers and staff should rightly have high expectations of the governing body. We are the strategic leaders of the school and we have a vital role to play in making sure every child gets the best possible education and enjoyment from their school life.

Governing bodies should have a strong focus on three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the Head Teacher to account for the educational performance of the school and its children; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Effective governing bodies must also think carefully about how they are organised. This includes thinking about whether and how to use our powers to delegate functions and decisions to committees or to individual governors and members of staff. There are many different models and governing bodies are best placed to decide for themselves what will work best in their own circumstances in their school.

As a body we take our role very seriously and we understand that to be truly effective in our endeavour, it is vital that we build strong relationships with the Head Teacher and her team and gain the understanding and trust of the children, parents, carers and family members who are the heart of our community.

We truly believe that much good work has been done in school in recent times and that strong foundations have been laid to bring about the improvements that we hope to make in the future. We are a good school with high standards to maintain and we will work together to make sure that we create an effective and stimulating learning and working environment that will benefit us all.

That said, we recognise that there is still a great deal of work to do and there are things that must change. We will support and work with the Head Teacher Mrs Swift, to ensure that we strike the right balance between leadership which is largely our role, and management, the role we delegate to her. We are confident that we can achieve our objective to form an effective and supportive working relationship based on mutual respect and understanding.

## The School Day

Nursery	Rosehill site (YR,1 and 2)	Trinity Site (Y3,4,5 and 6)
a.m. session 8.40-8.50 until 11.30-11.40	8.55 a.m. school starts	8.50 a.m. school starts
p.m. session 12.20-12.30 until 3.10-3.20	3 p.m. school finishes	3.10 p.m. school finishes

We ask that if possible you walk to school with your child to reduce congestion around the school, as well as to encourage an active lifestyle.

### Attendance & School holiday dates

Please ensure that children arrive promptly each day. Please note children who arrive at school after 8.50 a.m. (Trinity site) and after 8.55 a.m. (Rosehill site) will need to access school via the school office and will be marked as late.

If your child is absent from school then please inform us by 9.30 a.m. with a phone call. If we are not contacted then we shall contact you to ascertain the reasons for your child's absence.

Schools must differentiate between authorised absences e.g. due to illness, medical appointments or other circumstances and unauthorised absences e.g. unknown reason or absence without agreement with the school. The Head Teacher and office staff undertake regular monitoring of attendance and will contact Parents/carers of children whose attendance level gives cause for concern, in certain circumstances school will initiate Early Intervention procedures, at the earliest opportunity, and involve the Attendance and Exclusion Team Stockton BC. Please see our Attendance Policy available on our web site for further details. [www.holytrinityrosehill.org.uk/wp-content/uploads/2018/07/HTR-Attendance-Policy-1.pdf](http://www.holytrinityrosehill.org.uk/wp-content/uploads/2018/07/HTR-Attendance-Policy-1.pdf)

Parents/carers do not have the right to remove their children from school in term time. The Head Teacher will decide whether or not an absence should be authorised. Head Teacher's will only authorise absence in term time when there are exceptional reasons for a child to miss school.

Absence in term time will only be authorised if parents or carers make a request to the school in advance on the appropriate form and show that there are exceptional reasons why the absence has to be in term time. Parents/carers can request a copy of this form from our school offices. The cost, convenience or availability of a particular holiday will not be taken into consideration.

If an absence has not been authorised by the Head Teacher and parents or carers remove their child from school, their child's absence will be recorded as unauthorised on the school register. Parents/carers of children who take their children during term time for more than 5 days will be sent a letter explaining that a referral has been sent to Stockton LA requesting a fixed term penalty fine in line with our Attendance Policy. Please note that school does not benefit financially from such fines.

Children must attend school for 190 days per year and staff for 195 days. As a result, there will be 3 in-service training days for staff in 2018-2019 (with an additional 2 days being taken when school is closed to children). The dates of these additional days and school holidays are as follows for 2018-2019:



### 2017-2018 Results Summary

KS2 Y6 - 56 children in cohort	Reading	Writing	Maths	GPS Grammar, punctuation and spelling
Expected Standard or above	73%	79%	63%	75%
Higher Level of Attainment	13%	11%	14%	27%
RWM (Reading, Writing and Maths combined)	57%			
Average Progress	-1.5	-0.8	-2.4	n/a
Average Scaled Score	104	n/a	102	104

KS1 Y2 - 59 children in cohort	Reading	Writing	Maths
Expected Standard or above	75%	75%	72%
Higher Level of Attainment	30%	13%	17%

Year 1 Phonics screening 88% children attained the expected standard

Early Years 72% children attained Good Level of Development

### Attendance 2017-2018

Attendance	Authorised absence	Unauthorised absence
96%	2.6%	1.4%

## OfSTED

Our most recent OfSTED was in February 2018. We were judged to be continuing to be a “good” school – a copy of the letter we received from OfSTED can be found on our website. <http://www.holytrinityrosehill.org.uk/wp-content/uploads/2018/03/10042373-Holy-Trinity-Rosehill-VA-CofE-final-PDF.pdf> Please find below the areas for improvement identified from this inspection.

- To further raise expectations across all classes and the level of challenge in lessons, to enable increasing proportions of children to work at greater depths of understanding
- Embed new approaches in mathematics teaching to accelerate children’ progress across all classes
- Intensify the actions of leaders and governors in securing improvements in the attendance of disadvantaged children
- Continue to develop the roles of middle leaders and the wider leadership team to ensure that new approaches and higher expectations are implemented across all classes and year groups

## SIAMs

As a Church of England School we are also inspected under the SIAMs (Statutory Inspection of Anglican and Methodist Schools) schedule. Our most recent SIAMs inspection was in February 2018. We were judged “outstanding” in all areas - a copy of our SIMs report can be found on our web site <http://www.holytrinityrosehill.org.uk/wp-content/uploads/2018/06/HTR-SIAMs-report-FEB-18.pdf> Please find below the strengths and areas for improvement identified from this inspection.

Strengths	Ares for improvement
<ul style="list-style-type: none"> <li>• The distinctiveness and effectiveness of Holy Trinity as a Church of England school are outstanding (February 2018)</li> <li>• Distinctively Christian values drive every aspect of the school’s work and are pivotal in supporting children’ lives and achievements.</li> <li>• Behaviour and relationships at every level are of a high standard. This is a direct result of the Christian character of the school. This results in an extremely positive and supportive environment for learning.</li> <li>• Collective worship is inspirational. It offers the whole community rich opportunities for spiritual reflection and contributes to children’s deep understanding of the person of Jesus.</li> <li>• The high aspirations held by leaders for their school are rooted in a deeply Christian vision for the unique worth of each member of the community.</li> <li>• Exceptionally strong relationships with the school and church community result in sustained benefits for each group.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the amount of outstanding teaching and learning in religious education (RE) and use assessment information to plan precise learning sequences that lead to rapid progress</li> <li>• Develop governors as leaders of a church school in order that they can drive forward improvements as a church school through thoroughly evaluating the impact of the school’s Christian distinctiveness</li> <li>• Use leaders from different Christian traditions to lead worship in school so that children experience a greater variety of Christian traditions</li> </ul>

## Collective Worship

Collective Worship is at the heart of our school. Our School will endeavour to fulfil the legal requirements of 1988 Education Reform Act in conjunction with School’s trust deed, by holding ‘an act of collective worship every day’ where children are invited to reflect on their lives and choices they make and to learn more about the life of Jesus. During the worship we may sing, pray and respond to stories. It is the right of every parent/carer to withdraw their child from acts of collective worship. Worship is central to the life of our school and there is no guarantee that children can be withdrawn from the Christian ethos of the school. If this is the case the school will provide supervision (but not extra teaching) for the children concerned. However, we would hope that since parents/carers have chosen a Church of England School, they would wish for their child to take part in collective worship and to understand that should they withdraw their child they will still be within the Christian ethos of the school.

Parents/carers are invited to worship with us when their child's class is leading worship. Details of these dates can be found on our monthly newsletters. We also invite the congregation from Holy Trinity with St. Mark's to worship with us. We celebrate all major Christian festivals.

We work very closely with Rev Paul and Madi (Youth Worker) from Holy Trinity with St Mark Church to improve the spiritual leadership in school and further develop worship opportunities for our children. As a Church of England school, we are proud to have close links with our church - as a school we worship at Holy Trinity with St Mark's on a weekly basis and value the support of the congregation.

### **Medical Information**

Parents/carers are requested to inform the school about any medical conditions, dietary requirements etc, as they arise. If a child becomes ill during the school day, parents/carers will be informed as soon as possible. In the case of an accident one of our qualified first aiders will treat the injury and parents/carers will be informed by an accident slip, text message or verbally describing the injury and treatment which was given. In circumstances where the first-aider feels further medical assistance is required then parents/carers will be contacted and asked to collect their child, so they can decide on the course of action to take or take the child to their GP for further advice. In extreme emergencies the school may contact the emergency services and if the child needs to go to hospital a designated member of staff will accompany them until a parent/carer arrives.

Medication should not be brought to school unless it has been prescribed by a doctor to be taken four times daily. In these cases special arrangements to give the child these medicines during the school day can be made by completing Medicines in School form and checking that the medicine bears the child's name and is in date. This form can be found in our school entrances.

Special dietary requirements and allergies: We work very closely with our School Meals provider to provide meals for children with specific dietary needs and ask you to inform us as soon as possible about such requirements. If a child does require a special diet it can only be provided following a letter from your G.P. confirming the allergy/dietary requirement.

### **Parents/carers, family and community activities**

We are presently working hard to improve the activities we provide for parents/carers, family members and our community to be involved in the work of our school. As well as fundraising events, this year we are inviting parents/carers into school for our Year Group Open mornings. Parents/carers and family members are also invited into school to celebrate our "We are....." Days - all details can be found on our newsletter. Throughout the year we hold a number of fundraising activities for many different charities and also our School Fund.

### **Children as leaders**

School Council - We believe it is important to listen to our children and value the contribution they can give to making decisions about the school. Every year, each class elects two representatives to the school council who meet every half-term. At this meeting they put forward ideas which their class have asked them to bring to the attention of the Head Teacher through their class council discussions. These ideas are discussed and then decisions shared back with their classes.

Eco team – We have a team of children who are responsible for promoting the "green" aspects of our work in school.

Play Leaders – a number of our older children are trained as Play Leaders.

House Teams – Every child in school is in a House Team: whales, rhinos, tigers and pandas. From time to time children work with other children in the same house team in school regardless of the age of the children. House Team captains are voted for in the Autumn Term.

Sports Crew - We have a number of Y5/6 children in a Sports Crew. The children meet regularly and organise events and competitions in school.

## Curriculum

We provide a broad, balanced, differentiated and relevant curriculum which is accessible to all our children. We believe that school is an important influence on a child's development and our curriculum promotes the academic, physical, cultural, moral, spiritual, and social welfare of each individual pupil. It seeks to prepare every child for the opportunities, responsibilities and experiences of adult life and provide a sound basis for future secondary school education.

Different children require different lengths of time to complete the same task and during the course of the school day a range of tasks can occur simultaneously. The school curriculum is planned in a qualitative way, thinking about the relative priorities of different aspects of the work, as well as about allocations of time.

Children spend most of the day with teachers, who prepare and teach all subjects to cover the requirements of the National Curriculum and School Policy. During PPA (Planning, Preparation and Assessment) and management time – a legal requirement for all teachers - our Higher Level Teaching Assistants cover classes. We do our utmost only to employ supply teachers when necessary and these are usually teachers known to school, staff and children. Throughout the school, children have the opportunity to be taught as part of a class, in a collaborative group or one to one as well as in a whole class situation.

### Religious Education

The school uses the Joint Diocesan Board of Education's Religious Education syllabus, supplemented by the Understanding Christianity scheme. As a school, we believe that religious education should provide a contemporary study of religion, preparing children for later life. We teach children that the British Isles is a multi-cultural nation, which has Christianity as the main religion of the population. As a result, Christianity receives the appropriate weighting within the religious education curriculum. Due consideration within this framework will be given to other world faiths including Judaism and Islam. Respect, tolerance and understanding for the beliefs of others is promoted as part of our programme and by teaching children about British Values.

### English

Every aspect of the children's work is influenced by the extent to which they use language with imagination and accuracy. Competence in reading, writing, speaking and listening is encouraged throughout the curriculum in order to enable the children to communicate appropriately and effectively. We teach English daily as a discrete subject from Year 1 to Year 6, with opportunities for Literacy in Early Years (Nursery and Year Reception) being incorporated within the child's day according to principles of the Early Years Curriculum.

The school believes that encouraging children to read for enjoyment is key to their success as a reader. Teachers choose texts that will excite and encourage children to read. Throughout the year, the school promotes reading through our annual Book Fair, competitions, live webcasts and reading rewards. In addition to other books read in class, all classes have a 'class author', so that children can become familiar with different styles and genres.

Reading skills are taught using the Collins Phonics programme and Big Cat reading scheme from Early Years, with further consolidation of phonics and spelling in Key Stage 1. In Key Stage 2, children continue to build on their knowledge of phonics and spellings of common exception words to access a more complex and diverse range of texts.

Comprehension skills are also developed during Guided Reading sessions in Early Years and Key Stage 1. Children are initially taught how to use skills such as inference and sequencing verbally, with increasing opportunities to give a written response to a text as they move through Key Stage 1 and into Key Stage 2.

Children are taught to be writers – to be able to communicate for real purposes and audiences. The skills of grammar, punctuation, spelling and handwriting are taught alongside this to underpin the importance of being accurate when writing. Children's writing is often linked to a text being read, another curriculum area or an experience.

### Mathematics

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. We encourage children to actively participate in the learning process, thus creating a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic skills and giving opportunities for children to use and apply mathematics in real life situations.

Maths is taught through a daily lesson. Class teachers also plan for opportunities to develop and apply key mathematical skills in other subjects throughout the year.

We are in the early stages in our journey towards teaching maths using the Maths Mastery approach. Mathematics Mastery is an engaging and accessible style of mathematics teaching, inspired by Singapore and Shanghai. The approach is designed to enhance understanding and enjoyment, as well as raise attainment for every child. Children are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Pupils are supported and encouraged to think deeply and apply knowledge and understanding to problem solving and reasoning activities, using precise mathematical language and through paired talk.

### **Science**

To enable the acquisition of a systematic, scientific approach to learning, developing useful knowledge, skills and attitudes about the world in which we live, science is presented to the children in a practical, relevant context. Systematic inquiry, analysis of problems, formation of ideas, their testing and modification are encouraged through whole class, group or individual investigations and project work, designed to arouse the children's natural curiosity.

### **Computing**

Computers, I Pads and other means of technology are used throughout the school. Computing skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. Children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning.

### **Design and Technology**

Through Design and Technology, children are encouraged to identify, examine and solve practical problems and to make existing situations better. Children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects.

### **Art and Design**

Children are encouraged to be spontaneously creative, using a variety of media and techniques in art and craft work. An awareness of colour, shape, balance, focus and proportion are developed alongside the use of symbols to convey ideas and feelings. The study of a range of artists, craftspeople and designers complements this work.

### **Music**

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and untuned percussion.

In KS2 children are also given the opportunity to learn an instrument in small groups – this is funded by parents/carers.

### **History**

At Holy Trinity Rosehill Church of England (VA) Primary School, we view History not only as simple facts and dates but encourage children to become detectives who explore the past. History is taught mainly through a topic based approach and gives children a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

### **Geography**

In Geography children develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in literacy, numeracy and ICT to report and record their findings.

### **Modern Foreign Languages**

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Holy Trinity Rosehill Church of England (VA) Primary School we teach languages in a fun and enjoyable way through choosing interesting and relevant topics that will engage and stimulate learning and develop children's curiosity of language.

### **Physical Education (PE)**

Children have PE timetabled each week through which we develop the six areas of activity as set out in the National Curriculum – Dance; Games; Gymnastics; Athletics; Outdoor and Adventurous activities; Swimming. Children are given the opportunity to learn how to swim during KS2 and we aim for all children leaving the school to be able to swim at least 25m.

Sports taught include football; tag rugby; netball; basketball; kick cricket and short tennis, as well as athletics. Children take part in a range of tournaments and sports festivals both within school between year groups and with other schools.

### **Personal, Social, Health and Citizenship education**

At Holy Trinity Rosehill Church of England (VA) Primary School we aim to promote healthy, independent and responsible members of society. We encourage all our children to play a positive role in contributing to school life and the wider community through class & school councils, fundraising events, supporting nominated charities and involvement in community activities. Our children are given opportunities in lessons and Collective Worship to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

### **Relationships Education**

Children are given opportunities to consider and reflect upon the wide variety of different relationships they have with others. Aspects of Relationships Education are taught in accordance with the government guidelines as an integral part of the curriculum in Year 5 and 6. Through these lessons which are delivered by the School Nurse in partnership with the Class teacher we aim to:

- Prepare children to cope with the physical and emotional challenges of growing up – preparing for puberty.
- Give children an understanding of human reproduction which is detailed in the Science curriculum of the National Curriculum.
- Answer children's questions sensitively having regard to particular religious or cultural factors and the wishes of parents/carers.
- Teach Relationships Education in conjunction with the school's policies

Section 241 of the Education Act 1993 gives Parents/carers the right to withdraw their child from any or all parts of the school's programme for sex education, other than those which are detailed in the Science curriculum.

### **Children with Special Educational Needs and Disabilities (SEND)**

All children are valued, respected and welcomed to our school whatever the level of their educational or physical ability. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEND code of practice (2014) recognises that a child may have an SEN if he or she:

- continues to **make little or no progress** in specific areas over a long period of time
- continues working at **curriculum substantially below** that expected of children of a similar age
- has **emotional or behavioural difficulties** which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has **sensory or physical needs** and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing **communication or interaction difficulties** that impede the development of social relationships and cause substantial barriers to learning.

We seek to identify and assess the special needs of individual children using a variety of assessment techniques and working in co-operation with the children, Parents/carers, teaching staff and external agencies.

Children with SEND are placed on our SEN register at an appropriate level and teachers differentiate for their needs in each lesson, through Support Plans or in some cases Education and Health Care Plans. This provision and register is regularly reviewed by the SEND co-ordinator and the Head Teacher. Parents/carers of children on the SEN register are invited to school annually to review their child's Support Plan and progress.

### **Educational Visits**

Learning beyond the classroom can be used to bring learning alive for many children and we aim, where possible, to use our outdoor areas and local community resources to inspire and stimulate our children. Each year we also encourage each class teacher to plan an educational visit further afield to a relevant place of interest within the region – this may be a site of historical or scientific interest e.g. Durham Cathedral, a place to develop children's cultural awareness or to carry out a geographical study, e.g. Whitby.

All visits are planned carefully and a risk assessment completed by the class teacher so that they meet our Educational Visit policy. Visits only take place once approved by the Head Teacher.

We also believe strongly in the value of residential experiences as a way of developing children socially and educationally. Each year children in Years 5 and 6 are offered the opportunity to take part in a residential/environmental/adventurous activity.

### **Charging and Remissions Policy**

From time to time and in the case of extra-curricular activities, educational and residential visits we may ask parents/carers to offer a voluntary contribution to the costs of these valuable experiences. These costs are communicated to parents/carers well before the event and by helping with the costs enable us to offer a much wider range of such activities. No child will be excluded if they have not paid. However the school wishes to make clear that should insufficient funds be raised to cover the costs then visits may need to be cancelled.

### **Uniform, Jewellery and Equipment**

#### **Uniform**

- Grey skirt, trousers or shorts
- Pale blue polo shirt (available with school logo)
- Burgundy sweatshirt or cardigan – without hood (available with school logo)
- Black shoes (not trainers)
- Optional pale blue summer dress

#### **P.E. Kit (this kit needs to be in school every day in a draw string PE bag)**

- Black shorts
- Plain white T-shirt
- Black zip up jacket, jogging bottoms and trainers (for outside use)

**Please ensure all parts of school uniform are clearly labelled.**

Our embroidered school uniform can be ordered from Elizabeth's Embroidery.

## **Water Bottles**

Please ensure your child brings a water bottle to school **daily** which they have filled at home.

## **Book Bags**

Each child needs a book bag. Please ensure your child has a **school book bag** as our “pegs” are not big enough to accommodate large bags. Thank you.

## **Jewellery**

We do not allow children to wear jewellery at school (bracelets, necklaces, ear-rings) due to the risk of accident and injury. **If children are to have ears pierced we would advise doing this during the long summer holiday.**

## **School Lunches**

Each day children are offered a choice of meals which all meet the latest Government standards for quality and nutritional content. The meals include a vegetarian option. The cost of a school meal is £2.05.

Dinner money (£10.25) is collected weekly (Monday morning) or can be paid on a half-termly basis. Please send lunch money into school in a named, sealed envelope (along with the name of your child’s class) – exact change if paying by cash please. Cheques are made payable to Stockton Borough Council – please write name and address on reverse of cheque. Children in Year Reception and KS1 (Years 1 and 2) are entitled to a free school meal according to the Universal Free School Meals programme.

We encourage **all** children to have a school lunch. Some parents/carers may still wish for their children to have a packed lunch. If so, we ask that you follow our Packed Lunch guidance. Please ensure packed lunch is in a named lunch bag - unfortunately we cannot refrigerate packed lunches.

We believe that lunch time is a social occasion and encourage children to speak politely to staff and each other, to sit sensibly with their friends and eat all of their lunch. Our lunchtime supervisors encourage all children to try new foods and ensure lunchtimes are safe and enjoyable for all children.

## **Free School Meals**

If Parents/carers are in receipt of any of the following benefits children will qualify for free school meals:

- Income Support
- income-based Jobseeker’s Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you’re not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

If you think your child is entitled to receive a free school meal then collect and complete a form from the school office. Please complete the form even if you do not intend to claim a free school lunch as this informs the amount of Pupil Premium funding we receive from the Government.

### After school activities

We seek to ensure that over the course of a term all children from Reception to Year 6 have the opportunity to take part in after school activities. School staff, volunteers and appropriate visitors assist us in providing these activities.

Each club has a cost and a limited number of places.

### Behaviour and discipline – promoting a safe and happy community

To have a safe and happy school, we seek to create an orderly atmosphere where everyone recognises their responsibilities, shows tolerance and respect for each other. Good behaviour is actively encouraged and positive reinforcement or assertive discipline used by all staff - children will receive praise to acknowledge their achievements and effort.

Reward system	Consequences
<ul style="list-style-type: none"> <li>• Each child will be in a House Team</li> <li>• In September each team will elect Team Leaders</li> <li>• House Team points will be counted for each class on a weekly and celebrated</li> <li>• A whole school score will be tallied and shared each following Tuesday in church</li> <li>• Golden Time will remain on a Friday afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with traffic lights – all children start on green</li> <li>• Verbal Warning – remove peg</li> <li>• 5 minutes time out in classroom</li> <li>• 10 minutes time out in “partner” class</li> <li>• Meet with class teacher – break or lunchtime</li> <li>• Meet with Team Leader/DHT/HT</li> <li>• Parents/carers invited into school for review meeting to set Individual Behaviour Plan</li> <li>• Golden Time – miss ½ if on amber and miss all if on red</li> </ul>

### Assessment and SATs

Assessment is an integral part of the teaching and learning process and is the tool which aids the planning of work for the children. Termly children’ progress is reported by the class teacher to the Head Teacher and Leadership Team who discusses the progress made by each individual pupil with the teacher to ensure that every pupil is being sufficiently challenged and making good progress against age expected attainment.

In Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2) children have to undertake assessments against National Standards – SATs (Standard Assessment Tests). In Year 2 these support the final teacher assessment which is reported to Parents/carers and in Year 6 take the form of externally set and marked tests and teacher assessments which are also reported to Parents/carers.

Our aim is that through our rigorous assessment and monitoring system and good teaching to ensure that all children make good progress during their time at our school.

### Consultations meetings and reporting to parents/carers

We hold parent/teacher meetings in the autumn and spring terms where we will discuss progress and development. At these meetings, we will also discuss strengths and the next steps needed for each child to move forward in their learning. A written report is sent home at the end of the summer term which summarises your child’s achievements and attainment. We encourage good communication between School and Home so if during the year you have any concerns about your child then please make an appointment to speak to their class teacher.

## Admissions Arrangements

**Our Governing Body sets the Admissions Policy and criteria.** This gives parents/carers the opportunity to express a preference about which school they wish their child to attend. It may not be possible to offer your child a place at your chosen school if that school receives more applications than it can take within its admission limit.

It is the responsibility of parents/carers to ensure that the preference form is completed and returned.

Further information can be found here: [www.stockton.gov.uk/children-and-young-people/schools/school-admissions-and-transfers/](http://www.stockton.gov.uk/children-and-young-people/schools/school-admissions-and-transfers/)

**Our current admission limit is 60 children.** If the school is oversubscribed then places will be allocated according to our 2019/2020 Admissions Policy available on our school web site [www.holytrinityrosehill.org.uk/about/admissions](http://www.holytrinityrosehill.org.uk/about/admissions)

**Parents/carers considering sending their child to our school are most welcome to visit the school during normal school hours by making an appointment to see the Head Teacher.**

### The Friends of Holy Trinity Rosehill School (FOHTRS)

FOHTRS is an open community of volunteers working alongside the school to benefit the school and ensure the best educational experience for all its pupils.

So when your child joins our school you become a friend and your input is sincerely valued. The 'Friends' can be anyone connected to the school;

- Parents/Carers
- Grandparents
- Childminders
- School staff
- Members of the Church

We work together with the staff and governors primarily to fundraise for equipment and resources for the school, improve amenities and to enhance the learning experience of the children.

We hold many events during the year from our big annual Christmas fair to selling ice pops after school in the summer. We welcome new ideas for fundraising and warmly welcome specific skills offered by our talented Friends.

If you would like more information, volunteer your skills or become more involved in the life of our fantastic school then please do contact us or pop along to one of our monthly meetings held after school.

Email [FOHTRS@gmail.com](mailto:FOHTRS@gmail.com) / Facebook page FOHTRS

Registered Charity 1102139

### Complaints procedure

Should a problem or difficulty arise concerning your child, we would hope that, in the first instance you would contact the school – your child's class teacher in the first instance or our school office. We will reply to your query as soon as possible. We aim to get in touch within 48 hours and will, as always, prioritise safeguarding concerns.

In the unlikely event that the situation is not resolved, parents/carers should follow our complaints procedure (which can be found on our school website [www.holytrinityrosehill.org.uk/wp-content/uploads/2018/07/Parental-complaints-policy-MAY-2018.pdf](http://www.holytrinityrosehill.org.uk/wp-content/uploads/2018/07/Parental-complaints-policy-MAY-2018.pdf))

### Equality and Diversity

We value all members of our school and community seeking to accept everyone with respect and ensuring that all have equality of opportunities irrespective of their gender, ethnicity, sexuality, religion, background or disability. We aim to be fully inclusive in all areas of school life and encourage our children to recognise and value our rich and diverse world.