

Ribby with Wrea
Endowed
Church of England
Primary School



Headteacher
Mrs S Robson

Contact Details



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School website

www.ribby-with-wrea.lancs.sch.uk

Local Authority Details:

Lancashire County Council

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The information in this Prospectus relates to the current school year 2015/16.

However please note that there may be changes within the year.

Please contact the school office if you would like to confirm any details.

Our School

Our Mission Statement

To encourage all children to develop as confident lifelong learners, to be curious about the world around them and to achieve their full potential within our safe and caring Christian school family.

The Mission Statement was reviewed by the Governing Body in 2014.

We hope that it reflects the uniqueness of Ribby with Wrea, a school where

- children flourish under the guidance of outstanding teachers and support staff,
- children are provided with an exciting enriched curriculum
- children are keen to come to school and learn
- the pupils' safety and welfare is paramount.

Our School Aims

- To promote the safety and welfare of children
- To ensure that each child's time in school is happy and memorable.
- To provide a broad and balanced curriculum and to teach this well.
- To let the love of God, as shown in Jesus, guide all that we do, in our worship, our work, and all our relationships.
- To help each individual pupil to develop their full potential.
- To develop each child spiritually, morally, culturally, physically, academically and socially.
- To offer a rich variety of extra curricular experiences.
- To foster tolerance, self discipline, compassion and respect for ourselves, each other and the world in which we live.
- To promote and encourage links with the wider community.
- To develop our role in the community by enhancing links between home, parish, individuals and other organizations.
- To provide a safe, caring, supportive environment.
- To value all those who contribute to the life of the school.
- To equip children to face the future with confidence.

About our School

The school is a Voluntary Aided Church of England Primary School, the joint responsibility of the Blackburn Diocese, School Governors, Trustees and the Lancashire Education Committee.

Church and School

There is a strong link with St Nicholas Church where we observe many of the Church's festivals. The vicar is a regular visitor into school, supporting the children and the staff in a pastoral role. He leads our worship each Wednesday when the whole school attends church. There are other occasions during the year when children attend church and play a leading role in particular services e.g. Harvest, Christmas, Lent, Easter and Ascension Day. At the end of each term we incorporate the Eucharist into our services. Parents and friends are always welcome to join us for our worship services held in church.

School and the Community

Being a village school we are in the heart of village life. The school building is used by a variety of Parish and local uniformed organisations on a regular timetabled basis during the week. A variety of social and fund-raising events are held in school during the year.

School History

The school is one of the oldest primary school foundations in the country. The original endowment came in 1693 when the village tailor, James Thistleton, left £180 for the "*making and maintaining of a free school*". This was increased in 1716 by Nicholas Sharples, who left £860 for the endowment of a school and purchase of an estate to provide income for the school. Nicholas was an innkeeper and merchant of London who had spent his childhood in Wrea Green.

The remains of the estate purchased some land that originally belonged to the school farm (Browns Farm). The rent from the land, together with other investment income, provides money for the maintenance and extension of the building and also supports the curricular work of the school.

A later benefactor was James Hawksley, who in 1847 left £100 so that the school children could have an annual treat (now Christmas Party) providing the school attends church on St Thomas' Day. Needless to say there is a church service on that day!

A book '*The Story of Wrea Green School*' by Anne Berry is available in school.

Our School Community

Staff

Headteacher: Mrs S Robson
Acting Deputy Headteacher: Mr M Hall

CLASS TEACHERS

Mallard Class	Reception / Year 1	:	Miss Sarah Hargreaves
Robin Class	Year 1 / 2	:	Miss Kirsty Aksoy
Kingfisher Class	Year 2 / 3	:	Mrs Lesley McGuinness
Nightingale Class	Year 4 / 5	:	Miss Michelle Ottey
Eagle Class	Year 5 / 6	:	Mr Matthew Hall
Wagtail Class	Additional teacher	:	Mrs Carol Dale

for Y4/5/6, as well as teachers' cover for PPA (planning, preparation and assessment)

AREAS OF RESPONSIBILITY include

Mrs Robson:	Assessment, Able, Gifted and Talented, Art and Design, Educational Visits Coordinator, Back up Designated Senior Leader for Safeguarding, Premises Manager
Mrs Robson:	English, PSHE, Citizenship, and Sex and Relationships education, ITT mentor, Key Stage 1 leader,
Mr Hall:	Maths, PE/Sports, Awards, Transition
Miss Hargreaves:	Early Years Leader, Music, Computing, Library, Phonics,
Mrs McGuinness:	Special Educational Needs Coordinator, Humanities (History and Geography)
Miss Ottey:	Science, Design Technology, RE, Extended Services and Enrichment Curriculum
Mrs Dale:	French

PART-TIME TEACHING STAFF

Extra Curricular

Percussion	:	Mr Brendan Needham
Piano	:	Mrs Annette Munroe
Wind instruments	:	Mrs Annette Munroe
Brass instruments	:	Mr Ian Whittaker
Guitar	:	BMA
French Tutor	:	Mrs Carol Dale
PE/Sports	:	AFC Fylde/YMCA/Sportz4all

NON-TEACHING STAFF

School Business Officer	:	Mrs Philippa Fellows
Office Assistant	:	Mrs Sylvia S'ari
Site Supervisor	:	Mrs Deborah Snape
Cleaner	:	Mr Terence Snape
Teaching / Support	:	Mrs Linda Clements (Higher Level)
	:	Mrs Rachel Needham (Higher Level)
Teaching Assistants	:	Miss Jo Bibby
	:	Mrs Sharon Davenport
	:	Mrs Kathryn Dunsby
	:	Mrs Lorna Forshaw
	:	Mrs Paula Lyon
	:	Mrs Denise Pailing
	:	Mrs Sue Warrington
Learning Mentor	:	Mrs Clare Ridge
Catering Supervisor	:	Mrs Cheryl Salthouse
Assistant Cooks	:	Mrs Michelle Jones
	:	Mrs Becci Minnis
Welfare Assistants	:	Mrs Linda Clements (supervisor)
	:	Mrs Sylvia S'ari
	:	Mrs Debbie Snape
Road Crossing Patrols	:	Mrs Marion Wade

Governors

The Governing Body is made up of Foundation representatives, Trustees, teaching Staff, non-teaching staff, parents, Lancashire Authority

Chairman	:	Mr Richard Millar
Vice-Chairman	:	Mrs G Metherell
Headteacher	:	Mrs S Robson
Clerk to the Governing Body	:	Mrs J Burbridge (LAGB)
Trustees	:	Mr R Millar
	:	Mr A Warbrick
Parochial Church Council	:	Mr N Fenton
	:	Mrs V Sanderson
	:	Mr B Needham
Lancashire Education Committee:	:	Mrs T Cross
Foundation Governor	:	Mr L Hunt
	:	Mrs G Metherell

Teacher Governor	:	Miss S Hargreaves
Non Teaching Staff Governor	:	Mrs P Fellows
Parent Governor	:	Mr J Bretherton
		Mrs Jayne Boardman
Officiating Minister Representative:		(ex-officio) Rev. Wes Marks

The Governing Body works with the Headteacher in making decisions about how the school is organised and run. The Governors help: -

- Interview and select staff.
- Decide how the school budget is spent.
- Maintain the buildings and grounds.
- Decide what is taught.
- Set standards of behaviour.

Trustees

Mr R Cookson (Chairman)	Mr J Cara (Secretary)	Mr J Eastham
Mr P Wareing	Mr T Parker	Mr M Roberts
Mr R Millar	Mr A Warbrick	Rev. Wes Marks (Ex Officio)

The School is extremely fortunate in benefitting from a Trust Fund. The Trustees are responsible for administering the money endowed to the school and are the owners of the school buildings.

School Buildings

The Trustees use the Trust Fund to keep the building in a good state of repair. In addition they provide substantial funds to support the work of the school, particularly additional staffing (both teaching and non-teaching).

The original school building dates back to 1893. Since that time a number of classrooms, hall, kitchen and office accommodation have been added and extended. The school is a single storey building and has a disabled toilet and changing facilities.

Admissions

Ribby with Wrea Endowed CE Primary School serves the community of Wrea Green and beyond and will have an admission number of 22 places available for the Reception intake in 2015. This arrangement follows consultation between the Governing Body, the Diocesan Board of Education, the Local Authority and other admissions authorities in the area.

The Governors will not place any restrictions on admissions to the Reception class unless they are advised that the number of children for whom admission is sought is likely to exceed this number.

In the event that there are more applicants than places, the Governing Body will rank applications using the agreed criteria which can be found in the school's admission policy. A copy of the policy is on the school web-site or from the school office. The Local Authority has responsibility for informing parents of the place offered for their child.

• Pupils with Special Needs

Admission of pupils with disabilities

Our admissions policy is that all children are welcome and we aim to respond appropriately to each child's background and individual needs. The school admits pupils with already identified special educational needs, as well as identifying and providing for pupils identified as having special educational needs since starting at the school. Our SEN local offer is on the school web-site.

The admission form asks for any information on a child's special needs and this is also discussed with parents/carers at an initial meeting and/or home visit. We ask parents/carers to give as much notice as possible if a child has any special educational needs. This enables us to explore with parents/carers and any outside professionals how we can provide most effectively for that child. Additional arrangements such as number and length of sessions, staff ratios, access and physical environments may need to be discussed. We also work closely with external providers and the Local Authority.

Equal Access

Children with disabilities will be given full access to the National Curriculum, as is their right. This will be achieved by differentiating the work to suit their abilities, matching the pupils' needs and the curriculum offered, and supporting the children where necessary. A range of equipment will be matched to the individual needs of the child.

Single Equality Policy

Ribby with Wrea Endowed CE Primary School is committed to ensure that equality of opportunity is available to all members of the school community as set out in our mission statement. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

Implementation of the Governing Body's Policy on Special Educational Needs

Despite the class teacher's support and differentiated planning, some children have difficulty in learning. If this happens we will do all we can to provide additional help and support. We will discuss this with parents and together devise an Individual Education Plan (IEP) for the child, engaging other professional's input as necessary. This will be reviewed on a termly basis and at Parents' Evenings. A copy of the IEP will be sent home and any comments are welcomed.

If, despite this help, we are still concerned that a child is not making progress, we will endeavour to increase the help that is given to a child. We will do this when we feel that a child is falling significantly behind the rest of the class and when we do not feel that we have sufficient expertise in school to plan appropriate curriculum activities. In these circumstances, we will ask for advice from professionals not directly employed by the school. We will continue to use IEPs, but they will be more detailed and will be called "SEN Support".

In a small number of cases where a child meets the Local Authority (LA) criterion for action, we will refer the child to the LA so they can consider making a detailed diagnostic assessment. This will be fully discussed with the parents beforehand. For pupils who have an Educational Health Care Plan (EHCP), or receive extra funding from the LA, the school will hold statutory reviews and meet all the statutory requirements.

We value the help that parents can give us and appreciate them sharing any problems a child may have had previously or during their time with us. Should a parent have concerns about the progress of their child they should discuss them with the class teacher. If there continues to be a cause for concern then this should be brought to the attention of the Special Needs Coordinator, Mrs McGuinness. Complaints about the special educational needs provision made by the school should be discussed with the Headteacher. In the unlikely event that the Headteacher is unable to resolve the complaint, then the parents should write to the School's Designated Special Needs Governor through the school office.

Further details can be found in the school's Special Educational Needs policy which is available on the school website.

School Organisation

We celebrate the opportunities of mixed year groups in our school with opportunities for children to mix with a variety of different children and have a wide range of responsibilities in class and throughout school, which is very much part of the family ethos here at Ribby with Wrea. There are a number of contributing factors including admission number, pupil numbers, number of classrooms and teachers, size of classrooms, as well as legal restrictions on class size.

Year 1, 2 and 5 are split between two classes. Reception, and Year 3, 4 and 6 are taught with pupils from an adjacent year group:

Mallard Class	Reception and some Year 1
Robin Class	Remainder Year 1 and some Year 2
Kingfisher Class	Remainder Year 2 and all Year 3
Nightingale Class	All Year 4 and some Year 5
Eagle Class	Remainder Year 5 and all Year 6
Wagtail Class	Additional classroom for Year 4, 5 and 6

Currently Year 4, 5 and 6 are streamed into three separate ability groups for English and Mathematics each morning.

We assess pupils' academic achievement throughout the year and keep parents informed about the progress their child is making. Academic attainment and progress, together with the individual pupil's maturity in their attitude to learning (within the classroom setting) is taken into account when choosing the appropriate class for each child.

Teachers differentiate the work for each year group that they have in their class and work to a two year rolling programme of curriculum topics so that pupils do not revisit the same topic, but learn the age appropriate skills in a variety of exciting ways.

House System

All children are placed in either Ribby, Wrea, Bryning or Westby House when they enter school. House meetings take place regularly and there is a pupil House Captain and Vice-Captain, as well as a Head Boy and Head Girl and Junior Leadership Team

The Curriculum

Our school provides a balanced and broad curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of the pupils in our school.

- Prepares pupils at our school for the opportunities, responsibilities and experiences of adult life.

The national framework provided by the Secretary of State incorporates the Early Years Foundation Stage Curriculum, National Curriculum (new from September 2014), Religious Education and other statutory requirements. This framework allows Ribby with Wrea School to respond effectively to national and local priorities, to meet the individual learning needs of all pupils and to develop a distinctive character and ethos rooted in the local community. All subjects are taught through a cross-curricular topic approach to apply skills learnt, as well as in discrete subject lessons where appropriate.

At the beginning of each term a 'Looking Forward Sheet' is sent home from each class teacher which gives information about the curriculum content for that term. This can also be found on the school website.

Early Years Foundation Stage

Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **children develop and learn in different ways and at different rates.**

The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The Reception curriculum is based on the seven areas of learning of the Early Years Foundation stage

These are divided into the Prime areas of

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

And the Specific Areas of

- English
- Mathematics
- Understanding the World
- Expressive arts and design

The teaching of the early learning goals is organised in a thematic approach.

Key Stages 1 and 2

All children will study the subjects of the National Curriculum. This was new in September 2014 so the information below may be subject to change over the year.

The core subjects are English, Mathematics and Science. The foundation subjects are History, Geography, Design Technology, Information Technology, Art, Music and Physical Education.

Religious education is not part of the National Curriculum but is considered to be of fundamental importance in our school.

All policies for the above Curriculum Areas are available on the school website.

Priority is given to the teaching of the core subjects of English, Mathematics and Science. Skills from these subjects are applied to other areas of the curriculum.



Religious Education

As a Church of England Voluntary Aided School, it is our explicit aim to offer pupils a Christian education. Staff and Governors work together to create a Christian environment where pupils can learn and grow in a healthy and balanced way. Religious Education plays a crucial role in this aim. The caring and sharing which is actively promoted and recommended in Religious Education and the worship programme of the school are lived out in the day to day living and running of the school.

Religious teaching and worship are based upon the syllabus of Religious Education drawn up by Blackburn Diocesan Council. Religious Education cannot be treated solely as a subject, for it pervades the whole life of the school. An act of worship is held each day. This may involve the whole school, individual classes, or Infant/Junior groups.

Occasionally during the year children conduct assemblies to which parents are invited. Every Wednesday the children attend St Nicholas Church for an act of worship which is led by the Vicar. The main Christian festivals are celebrated with a Eucharistic Service in Church. Parents are *always* welcome to these services.

The main aims and objectives of Religious Education in our school are:-

- To develop the spiritual dimension of a child.
- To offer the basis of a faith by which children can live.
- To provide pupils with an understanding and knowledge of the Christian heritage and culture of our society.

- To help pupils understand that religion is a formative influence in the lives of many people.
- To increase the children's awareness and knowledge of and encourage respect for other faiths.
- To develop Christian principles of caring and respect for others, honesty, loyalty and integrity by teaching and example in the daily life of our school.

Rights of parents to withdraw children from RE and Worship.

The Worship and Religious Education provided by the school is in accordance with the Church of England foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from worship or Religious Education (as parents are legally entitled to do) cannot insulate pupils from the religious life of our school.

The Vicar provides both pastoral and curriculum support in school and is a regular visitor whom the children instantly relate to.



English

English is a key area for children to develop to equip them for life. We teach Literacy skills discretely but teach children to apply these skills in other areas of the Curriculum. The Literacy Strategy is used as a resource and includes a wide range of reading and writing experiences.

The language curriculum is divided into three main areas: speaking and listening, reading and writing. Specific aims for each area are:

- ***Speaking and Listening***

We aim to provide a rich, varied and stimulating environment where conversation and confidence will flourish. Good listening skills are fostered in each curriculum area.

- ***Reading***

We aim to equip each child with the essential tool of reading, both through the whole class and group work and by means of a carefully graded individual programme, ranging from pre-reading activities to the higher order skills necessary for critical and evaluative appraisal of text. Information retrieval skills are taught. We emphasise reading for meaning and enjoyment and aim to promote a love of literature. Systematic Phonics is taught from the time children start at school and pupils are ability grouped daily for teaching in small groups

throughout the school, so children may be working with pupils from different classes.

- ***Writing***

We aim that each child should be able to write legibly, developing a cursive style (in which letters are formed and linked without raising the pen). Regular spelling patterns are taught through a graded programme. Important links are made between handwriting and spelling.



Mathematics

Mathematics is a core subject and is given a high priority throughout school. Every child participates in a daily mathematics lesson with work tailored to their current ability and next step in learning.

In 2014 the Government introduced a new Mathematics curriculum which has seen some learning objectives move from higher years to lower years. This change was introduced to allow children more time to develop skills and be given the opportunity to revisit skills and objectives as the progress through their Primary school education.

Teachers ensure the children work on age related objectives and set challenging targets to enable all pupils to reach their full potential in every year group.

The new curriculum allows teachers greater freedom in their planning of activities and delivering of lessons, as long as all the objectives are covered. Lancashire County Council have introduced a proposed framework which splits learning objectives into weekly blocks and builds on progress as the year progresses.

At Ribby with Wrea teachers are integrating their own teaching knowledge, experience and ideas to create the best possible learning environment for all children.

As mathematics is a sequential subject it is vital that children gain the basics to build upon as they progress. At times teachers need to revisit the basic principles in order to develop the children's learning further. The aim is to foster confidence, perseverance and enjoyment of mathematics.



Science

Science is a core subject of the National Curriculum and as such is taught throughout the school. All work is in accordance with the programmes of study for Key Stages 1 and 2. The purpose of the science curriculum is to enable all pupils to develop their understanding of the world around them by investigation of that world. They have the opportunity to learn about their environment and the way things happen through scientific experiences using scientific methods.

Science contributes to the personal growth of children as well as preparing them for the adult world.

The science curriculum is composed of four attainment targets, these being:

- ✓ Scientific enquiry.
- ✓ Life processes and living things.
- ✓ Materials and their properties.
- ✓ Physical processes.

Children learn science actively through exploration and investigation.



Computing

The Computing curriculum encompasses a wide range of technology, from remote control toys and vehicles and CD players to digital cameras and computer equipment. All pupils from the beginning of Reception onwards have the opportunity to use such equipment as part of their school day and in specific lessons. Throughout their time at Ribby with Wrea, the pupils develop their skills in Information Technology (exploring text and multimedia, sound, handling and manipulating data, images and video), Digital Literacy (using technology to communicate safely) and Computer Science (writing and checking simple programmes)

The children are taught to use Information and Communication Technology responsibly and effectively, and to make informed judgements about when to use ICT to support or enhance their learning. All classes have regular access to the banks of laptops and iPads, as well as computers and interactive whiteboards in each classroom.



Geography

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them to realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

The topics covered are selected and planned on a two-year cycle, by subject leaders in liaison with the Headteacher.



History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and that beliefs and cultures influence people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.



Design and Technology

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.



Art and Design

Art, design and craft work stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.



Music is a source of inspiration, enjoyment and fulfilment that brings together intellect and feeling and enables personal expression, reflection and emotional development. All children in school develop their musical skills through the three strands of composing, appraising and performing as they explore music from different times and cultures. We are fortunate to be able to offer all children in Year 4/5 the opportunity to take part in the Wider Opportunities Scheme and learn a woodwind, brass or percussion instrument. Many children throughout the school choose to learn an instrument with our peripatetic teachers. We are currently able to offer tuition on recorder, piano, flute, clarinet, saxophone, trumpet, trombone, horn, guitar and drums.



Physical Education

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

At Ribby with Wrea School we want to develop in our young people an awareness of their own physical development through participation in a wide variety of physical activities. We aim to develop an awareness of their role as members of a group, learning to appreciate each other's strengths and weaknesses. We try to develop the personal qualities of commitment, fairness and enthusiasm and to help children understand and cope with competition including its successes and failures.

At Ribby with Wrea School we aim to provide our children with a wide range of skills that are applicable to a variety of games. Opportunities are given for developing problem solving and decision-making skills through small group activities. Both staff and children devise small team games that incorporate the practice of important skills. As children progress through the school these are formalised into the more traditional team sports.

Throughout their time at Ribby with Wrea School, children have the opportunity to take part in the games of football, netball, hockey, rounders, cricket, tennis and badminton. The school takes part in a wide range of inter-school leagues and tournaments; these include tag rugby, football, netball, rounders, kwik cricket, swimming galas, indoor and outdoor athletics and non-competitive festivals including Frisbee golf and handball.

The school enjoys considerable success in the sporting sphere. In addition to inter-school competitions, the children take part in "Inter-House" in-school competitions. Gymnastics, swimming and dance also have an important place in the Curriculum.

Children's sporting achievements are recognised and rewarded by a variety of certificates and by the presentation of specific Sports Badges when a child has represented the school at an inter-school competition, as well as end of year trophies. The school is justifiably proud of its sporting provision allowing all children to flourish.



PSHE / Citizenship

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity diversity and differences so that they can go on to form the effective fulfilling relationships that are an essential part of life and learning.

Through a balanced, broad scheme of work we aim for all of our children to develop their understanding of themselves, their family and the wider community. We will address issues in a caring, understanding environment. We hope to give all children the life skills necessary to handle what life may throw at them. The children will be supported with this through the use of circle time, group and whole class activities.

Sex and Relationships Education

The school curriculum should be one which promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and perhaps prepares pupils for the opportunities, responsibilities and experiences of adult life.

Sex Education in this school will contribute to this by preparing our pupils in partnership with parents and other health professionals, through a caring Christian ethos. It will be a foundation for the future work in secondary school.

Parents are always consulted about any work that the school is to undertake and of course have the right to withdraw their child from such lessons.



At Ribby with Wrea we already have a well-established programme of language learning throughout the school from Year 1 as a discrete subject. All children learn French from beginning in Key Stage 1 with songs and games and developing reading and writing skills as the children move up through the school. The benefits of teaching a modern language in school go far beyond knowledge of that particular language; children gain an understanding of how language works, including grammar and pronunciation. They also become aware of different cultures and ways of living. The skills learned are easily transferred to learning additional languages at secondary school and in future life. We have close links with the school in St Bris, a French village that is twinned with Wrea Green.

Homework

Homework is set across the school. In setting homework we aim:

- To develop an effective partnership between the school and parents and other carers in pursuing the aims of the school.
- To consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- To exploit resources for learning, for example through additional reading.
- To encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and prepare them for the requirements of secondary school.

Reading Homework

There is an expectation that children will read with a parent or other adult each night as they are learning to read. We do send books home from our Reading Scheme (Oxford reading Tree supplemented with other publisher's reading schemes). However these books are only changed twice per week. So it is important that parents enjoy a range of other reading material with their child. This may be sharing a book as a bedtime story, reading a book from the library, a comic or other reading material.

As children develop more fluency and begin to choose their own reading material at home we encourage this to also be recorded in their home /school Reading Journal.

Our Extended Provision

- **Breakfast Club**

A breakfast club is run for us at Wrea Green Pre-school premises and a walking bus is escorted by their staff in time for registration in school each day. Children can have breakfast and get involved in a variety of activities either daily or on an occasional basis. Laura McCormack would be happy to give you more information (01772 684444).

- **After School Club**

Ribby with Wrea After School Club operates in the School Hall every day during term time from 3.30pm until 5.30pm The Club is led by a management committee of parents whose children attend the school. Qualified and experienced staff are employed to manage the club.

All children attending Ribby with Wrea School are welcome to attend the After School Club which offers a fun time, caring for each child's individual needs. There are many activities, which include crafts, Wii, tablets and dance mat, construction toys, games and books etc. Weather permitting a lot of time is also spent outside in the playground.

Children may attend full-time, part-time or even occasionally. There is an annual administration/registration fee of £5.00 per child and thereafter the cost is £6.50 per session. Occasional (ad hoc) sessions are £8.00 per session, subject to availability.

Do feel welcome to call and see Mrs Anne Harrison, Club Supervisor, and her team when the club is open who will look forward to meeting you and answering any questions you may have. The After School Club phone number is 07767418567.

- **Educational Visits and Trips**

The Governing Body's policy on charging for school activities follows government guidelines on what governing bodies may and may not charge for when activities take place, either during or outside of school hours, including residential activities. Where extra curricular activities take place outside school hours, it is a burden of the governing body that as large as possible a proportion of these should be without charge or contribution.

It is the policy of the Governors to enhance the curriculum of pupils by educational visits. Legislation states that schools may not charge for such visits but may request voluntary contributions, to enable a visit to take place.

The Governors would like to emphasise that whether or not a parent makes a contribution, all pupils for whom the visit is appropriate will be treated equally. If an appeal for voluntary contributions fails to provide adequate support for the cost of the visit, then the trip may not take place.

Parents are asked to contribute to some extra curricular activities where external staff are used. Such activities may be subsidised where necessary.

Occasionally staff will transport children in their own cars. Two children will always be present at any one time. The car will be in a roadworthy condition, appropriate insurance in place and appropriate child restraints/seats used whilst transporting pupils.

Our Charging policy is on the school web-site. Any parents who have queries related to this policy should contact the Headteacher.

• **Parents Teachers and Friends Association**

Our '***Parents Teachers and Friends Association***' arranges a variety of activities – many involving children – and gives valuable help in many ways. There has been significant financial backing given over the years and we are indebted for all the help given to us. We aim to strengthen links between the home and the school for the benefit of every child. We do hope that you will support the many activities that are arranged throughout the year. Parents can help on the committees or on an occasional basis.

The PTFA operate a "**100 Club**" to raise money for the School. Information about this and all aspects of the PTFA can be obtained from the Chairman, via the School Office.

More information about the PTFA is available on their website www.ribbywithwreaptfa.btik.com.

Pastoral Care

The welfare and safety of the children is of paramount importance. Our school has always been considered as an extension of the family unit. We aim to provide an environment in which the "whole" child can develop and thrive. All staff are responsible for the pastoral care of the children. We also have a Learning Mentor who works with children on an individual and a group basis when there are issues impacting on the child's learning. This may include issues relating to attendance, friendship, bereavement, anger management, confidence and the general development of social skills in order that playtime issues do not carry over into lessons. Children may self-refer or be referred by a teacher or parent.

We also work closely with Orchard Children's Centre; a member of their staff supports various activities in school, such as Reading groups to increase a love of reading and friendship groups. Parents are also encouraged to access their services.

• Behaviour

Ribby with Wrea aims for the highest standard of behaviour. ALL children are encouraged to have positive attitudes to their work, respect for their own and other people's property, and to consider the needs and wishes of others. We hope that, as parents, you will support us in this.

Our *School Behaviour and Discipline Policy* is on our web-site. This states our aims, Code of Conduct, incentive scheme, sanctions, and procedures for dealing with any major problems and how you can help.

• Code of Conduct

The nature of our school 'rules' are that they set standards of behaviour, which require respect and consideration for others and contribute to the efficient and effective organisation of our school. These fall under two main headings:

1: Consideration of Others

- ◆ All members of our school community are asked to respect each other. The children are expected to respect their own and other people's property and to take care of books and equipment.
- ◆ We encourage our children to exercise self-discipline and to take responsibility for their own actions.
- ◆ Children are expected to be well behaved, well mannered, truthful and attentive.

2: Safety

To minimise the risk of accidents in school the children:-

- Walk when inside the building or on the path to the playground area.

- Must not bring dangerous items to school.
- Must not wear jewellery in school due to the risk of loss and also of the risk of accident in physical activities (*please see section on 'Jewellery'*) other than studs in earlobes. If studs need to be worn these must be removed for swimming and all physical activities by the child. Hair attire should be simple and in neutral or school colours. Long hair needs to be tied back. Make-up and nail varnish are also not permitted.
- Should not bring toys into school other than on specific days by invitation.
- Should not bring sweets or crisps in to school. (Infant children are given fruit each day and Junior children can purchase toast at morning break time or may bring fruit from home.)

The Code of Conduct has been formulated with the safety and wellbeing of the children in mind and to enable the school to function as a safe and efficient place of learning.

• **Child Protection Policy**

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. In our school, the safety and welfare, care and concern of all pupils is of paramount importance. We will endeavour to work with parents to build an understanding of the school's responsibility to ensure the welfare of all children.

Parents should be aware, therefore, that where it appears to a member of school staff that a child may have been abused, the school is required, as part of its Safeguarding procedures, to report their concern to Children's Social Care immediately. The Designated Senior Leader responsible for Child Protection is Mrs Sarah Robson and the Deputy Headteacher deputises for her in this role.

All staff and volunteers are subject to a Disclosure Barring Service check prior to working unsupervised with children in school.

• **Road Safety**

Because the crossroads outside the school are busy, children coming to, or leaving school, **MUST** use the crossing patrols, even if accompanied by an adult. They must not cross via the Greens. It is essential that good safety habits are encouraged from an early age.

When entering or leaving school pedestrians are asked to use the side gates to access school and not walk through the car access point to the car park.

• **Parking Information**

The Licensees of The Grapes kindly permit parking on their car park at the *beginning* of the school day. However, at the end of the school day, or for out of school hours events (e.g. after school activities) it is important **not to use The Grapes car park**. Parents may however use The Institute car park which can be entered via Vicarage Close.

Pupils are encouraged to walk to school whenever possible to reduce the traffic congestion locally. They may cycle/ scoot with written permission from parents.

Parents should not use the staff car park located at the front of school for access, dropping off or parking, please.

Communication

• Communication with Parents

We endeavour to provide effective channels of communication with parents. You will be informed of events taking place in school or items of interest via the following channels:

- ❖ Weekly Newsletters
- ❖ e-newsletters
- ❖ Letters about specific issues / events
- ❖ Parish magazine
- ❖ School-based Workshops
- ❖ Termly Parents' Evenings
- ❖ Annual Reports
- ❖ School Website
- ❖ Text Messaging Service
- ❖ Class weekly drop-in sessions (see newsletter for times)

Parents are also welcome to see either the Headteacher or a class teacher by appointment and are asked to contact the School Business Support Officer to arrange a suitable time. It would help teachers if you could avoid early morning when they are preparing for the day, but messages can always be left with staff at the front door/office which will be passed on to the teacher.

• Parent View

On our school web-site, there is a link to Parent View which gives you the chance to tell Ofsted what you think about your child's school. Parent View asks for your opinion on 12 aspects of your child's school, from the quality of teaching, to dealing with bullying and poor behaviour.

• Complaints

If parents have any cause for concern about any matter, they are asked to come into school to resolve the problem as soon as possible with the member of staff and headteacher. In the unlikely event that the concern cannot be dealt with, the Governors, then the Local Education Authority can be contacted. The Complaints Procedure is on the school web-site or you may request a paper copy.

Our School Meals

- **Drinks**

All children are able to have milk at a cost of **£13.00** per term and are given a water bottle to keep in class which is filled daily from the specially installed water coolers. Milk is free for all Under 5s and any child entitled to free milk*.

- **Snacks**

A free piece of fruit is available to infant children daily. Older children may bring a piece of fruit.

- **School Meals**

The school is fortunate in having its own purpose-built kitchen providing meals at lunchtime each day. They are served in the school hall. Children have a choice of meals.

All children in Reception, Year 1 and Year 2 are entitled to a Universal Free School Meal, funded by the government.

For Key Stage 2 pupils meals cost **£2.20** per day (**£11.00** per week) and free meals are available for those who qualify for this entitlement*.

*A phone call to the office below will be sufficient to ascertain entitlement.

Area Education Office North
Pupil Access Team
Lancashire County Council,
White Cross Education Centre,
Quarry Road
Lancaster
Lancashire
LA1 3SF

Telephone: 01524 581 207

Payments for meals should be paid in advance. Please send the payment – cash or cheque – into school in a sealed envelope (payments do get lost) with your child's name and class on the front. Cheques should be made payable to 'Lancashire County Council' please.

Some parents wish to pay monthly, half-termly or termly in advance. If you wish to do this please contact the office to find out about the payment due. Credits, rather than cash refunds, are given for meals not consumed because of absence or illness.

• **Packed Lunches**

If children prefer they may bring a packed lunch (well balanced) to be eaten in the school hall at lunchtime. This should be in a **named bag**/lunchbox. Please do not send cans or glass bottles, chocolates or sweets.

If your child wishes to change from school meals to a packed lunch or packed lunch to a school meal, they may do so. However, we would appreciate notice of at least one week to enable the cook to make the adjustment to her stock order.

• **Lunchtime Supervision**

At lunchtime our Welfare staff supervise the children, looking after them in the dining hall and on the playground. We also have sports providers running playground activities. We expect all children to be polite and well behaved for the Welfare staff and visiting coaches.

Pupil Premium

Pupil premium is given to schools to raise the attainment of disadvantaged pupils, defined as

- Every child currently registered as eligible for free school meals (not the Infants Universal Free School Meal provision), or eligible at any point in the last 6 years.
- Children who have been looked after for 6 months or longer
- Looked-after children who:
 - have been looked after for 1 day or more
 - are adopted
 - leave care under a Special Guardianship Order or a Residence Order

Details of how this is spent and the impact it has can be found on our school web-site.

Our School Day

• **Attendance and Punctuality**

In order to ensure that children make as much progress as possible, they need to be in school on time every day.

The school doors are opened at 8.45 a.m. and children make their own way into school. Doors are closed and the playground gate locked at this time and any latecomers will need to signed in and enter through the front door.

If your child is not going to be in school because they are ill or have an appointment (or for any other reason) please notify us as early as possible in the school day so that we know

they are safely with you. If no one is available to answer the telephone an answer machine service is available and messages are retrieved regularly.

The school will follow up any absence where a call has not been made. If we do not hear from you and are unable to contact you, then your child's absence will be recorded as **unauthorised**.

• Medication

School is not a place for children who are ill. However, there are some instances where a child recovering from a short illness is considered by his/her doctor to be well enough to return to school although still receiving a course of medication.

Non-prescribed medication will not be administered by staff and must not be sent to school.

If it is not practical for a parent to administer regular medication, then each request for medication to be administered in school will need to be recorded by completion of the appropriate school form. Please see the School Medical Policy for further details.

Children who need an inhaler should have one kept in school. We will text parents if your child needs to use this whilst at school.

Guidelines for Medication

- 1 The medication, in the smallest practicable amount, should be brought to school by the parent and ***not*** the child and should be delivered personally to the Headteacher or School Business Officer.
- 2 Medication must be clearly labelled with contents, owner's name and dosage or it will not be administered.

Illness and Absence

• Attendance

Please do not send your child to school if he/she is very unwell, but do send them in if they are just feeling 'under the weather'. Children who have had sickness and diarrhoea should be kept off school for 48 hours. If your child is taken ill at school we will contact you. It is vital that you complete the Admission Form to include at least one emergency contact number. Periodically a *Data Checking Sheet* will be sent home. Please check the information given on this sheet which shows the personal data for your child kept confidentially at school, then return this sheet to school **as soon as possible**, whether there are amendments or not.

If your child needs to leave school for a medical appointment during the school day please send a note in good time or telephone the school office to say where they are going and the time you will be collecting him/her from school. When you come into school to collect your

child please call at the office. **NO** child will be allowed to leave the premises unaccompanied.

Please contact school if you are unsure about your child's illness. We have advice sheets available and a designated school nurse at Kirkham Clinic.

• Accidents in School

When large numbers of children are playing together, it is inevitable that there will be bumps and grazes, which will be dealt with in school. A text or a letter may be sent home informing you of the incident and how we have dealt with it.

Injuries of a more serious nature are thankfully very rare. In the event of an accident at school we will make every effort to contact you before seeking further medical advice. It is vital, therefore, that parents advise us of any change in telephone numbers and return *Data Checking Forms* to school. We have a number of appointed staff who hold a current 'first aider certificate'.

• Holidays

Leave can only be authorised for exceptional circumstances and the head teacher cannot authorise holidays in term-time unless they need to be taken due to exceptional circumstances, this does not include cost benefits or convenience.

Requests for leave should be supported by medical appointment cards where appropriate.

• Organisation of the School Day

	Start	Wednesday
Doors open	8.45 a.m.	
Register	8.55 a.m.	
Worship	9.05 a.m.	Church 9.05 - 9.40 a.m.
Lesson 1	9.25 a.m.	
Playtime	10.25 a.m.	Swimming 10.20-11.25 a.m. (one of KS2 classes)
Phonics/ Punctuation and Grammar	10.40 a.m.	
Lesson 2	11.00 a.m.	
Lunchtime	12.00 p.m.	
Registration	1.00 p.m.	
Lesson 3	1.05 p.m.	
Playtime Infants	2.15 p.m.	
Playtime Juniors	2.20 p.m.	
Lesson 4	2.30 p.m.	
Home time Infants	3.25 p.m.	
Home time Juniors	3.30 p.m.	

PE / swimming and other specific class arrangements are on the termly class Looking Forward sheet

• **Collecting Children**

- ❖ Parents may wait inside the school gate to meet their children. It is important for safety reasons to avoid congestion outside the school gate.
- ❖ Dogs should not be brought onto the playground.
- ❖ Early Years Foundation Stage pupils are kept in the classroom until a parent arrives. These pupils are handed over directly to a named person. If your child is to be collected by another person please inform the teacher so that their name can be placed on the list.
- ❖ Key Stage 1 pupils are kept in the inner playground with their teacher until a parent arrives.
- ❖ Key Stage 2 children are dismissed from the classroom.

We continually remind children that if the expected person is not there to collect them at the end of the day, then they must go back into school and not go with another adult, even if they know them. We would be grateful if you would reinforce this at home. It is **very** important that parents are there on time to meet children at the end of the day. Parents should inform the school, in writing, if they want their child/children (who are in Year 4 or above) to walk or cycle home unaccompanied or to be collected by another adult.

Our School Uniform

We believe that a school uniform is important.

- ❖ It looks smart
- ❖ It wears well
- ❖ It contributes to a sense of belonging
- ❖ It gives a common purpose
- ❖ It fosters a feeling of pride

Winter Uniform

- All grey skirt, pinafore dress, culottes or trousers for the girls
- Grey trousers for the boys
- White shirt or blouse
- Bottle green V necked cardigan or jumper
or bottle green school sweatshirt
- School tie
- Grey or bottle green socks
- Bottle green or grey tights
- Black shoes (not trainers)
- Hair fastenings – green or neutral colours (brown/black/white/grey)

Summer Uniform

*As above **or** with the following changes:*

- Green check dress with white socks
- White short-sleeved polo shirt may be worn with a bottle green school sweatshirt or cardigan
- School shorts (just above the knee, not short) may be worn instead of school trousers with a polo shirt.

P.E

Preferably as below but other colour alternatives are permitted.

- T-shirt with school badge
- Bottle green shorts
- Trainers for outside
- Pumps to be available for indoor use in some PE and Drama
- Long hair should be tied back
- Tracksuit top and leggings for outside PE in cold weather.

Swimming

- Swimsuit – one piece and not halter neck
- Swimming Trunks - briefs, not long shorts
- Swimming cap

Items which display a school logo may be purchased from:

**The Uniform Leisurewear Company Ltd.
6 Poulton Street,
Kirkham,
PR4 2AB
(01772 671999)**

Emergency ties and swimming caps are available from the school office.

Please ensure all items are named with a sewn in label or permanent marker pen.

Jewellery and Make-up

Make-up and nail varnish is not permitted in school.

Items of jewellery can cause serious accidents. Therefore, children are asked not to wear jewellery (necklaces, bracelets, friendship bands) in school for safety reasons. Watches are permitted.

Children will **NOT** be allowed to participate in P.E. / games / swimming lessons if they are wearing any sort of the above items because of potential injury to themselves or other children.

Earrings and watches should be removed and long hair should be tied back for all P.E. and games. All children must wear a cap for swimming lessons. These are available from the school office.

It is recommended that children who have their ears pierced should do so at the beginning of the summer holiday. This will enable adequate healing time before returning to school at the start of the school year.

SCHOOL CLOSURE DATES – 2015 / 2016

AUTUMN TERM 2015

Staff Training Day	Tuesday 1 st September 2015 (school closed)
Reopen on	Wednesday 2 nd September 2015
Staff Training Day	Friday 23 rd October 2015 (school closed)
Mid Term Closure	Monday 26 th October – Friday 30 th October 2015 (<i>inclusive</i>)
Reopen on	Monday 2 nd November 2015
Closure after school on	Friday 18 th December 2015 at 2.00pm
Number of openings:	72

SPRING TERM 2016

Reopen on	Monday 4 th January 2016
Mid Term Closure	Monday 15 th February – Friday 19 th February 2016 (<i>inclusive</i>)
Reopen on	Monday 22 nd February 2016
Closure after school on	Thursday 24 th March 2016 at 2.00pm
Number of openings:	54

SUMMER TERM 2016

Reopen on	Monday 11 th April 2016
May Day Closure	Monday 2 nd May 2016
Staff Training Days	Monday 23 rd and Tuesday 24 th May 2016
Mid Term Closure	Wednesday 25 th May– Friday 3 rd June 2016 (<i>inclusive</i>)
Reopen on	Monday 6 th June 2016
Closure after school on	Friday 22 nd July 2016 at 2.00pm
Number of openings:	64

Total Number of openings: 190

STAFF TRAINING DAYS	
Tuesday 1 st September 2015	Friday 23 rd October 2015
Monday 23 rd May 2016	Tuesday 24 th May 2016

Please note that school finishes at 2.00pm at the end of every term (Christmas, Easter and Summer) and at the usual time every half term.

Early Years Foundation Stage Profile Ribby with Wrea Endowed Primary School Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2015. For comparison the tables also show percentage of pupils at each level in 2014 nationally.

Percentage of all pupils at each level for each Early Learning Goal

	SCHOOL At least xpected	SCHOOL Exceeding		NATIONAL 2014 At least expected	NATIONAL 2014 Exceeding
Communication and language					
Listening and attention	90	48		84	21
Understanding	90	38		84	22
Speaking	90	14		82	18
Physical development					
Moving and handling	90	67		89	18
Health and self-care	90	81		90	19
Personal, social and emotional development					
Self-confidence and self-awareness	95	29		87	18
Managing feelings and behaviour	95	57		86	14
Making relationships	95	48		87	15
Literacy					
Reading	95	38		74	20
Writing	86	24		67	12
Mathematics					
Numbers	86	19		74	14
Shape, space and measures	90	19		79	13
Understanding the World					
People and communities	95	29		84	12
The World	95	57		83	13
Technology	95	33		90	11
Expressive arts, designing and making					
Exploring using media and materials	95	10		86	14
Being imaginative	95	5		85	13

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 23 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
Speaking & Listening	Boys	School	0	0	-	100	-	0	0	0	0
		National	2	11	-	67	-	20	0	0	0
	Girls	School	0	0	-	79	-	21	0	0	0
		National	1	6	-	64	-	28	0	0	0
	All	School	0	0	-	87	-	13	0	0	0
		National	2	9	-	66	-	24	0	0	0
Reading	Boys	School	0	0	0	11	67	22	0	0	0
		National	3	10	10	25	26	26	0	0	0
	Girls	School	0	0	0	21	50	29	0	0	0
		National	1	6	8	21	28	35	0	0	0
	All	School	0	0	0	17	57	26	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	Boys	School	0	0	0	44	56	0	0	0	0
		National	3	15	20	31	20	11	0	0	0
	Girls	School	0	0	0	43	36	21	0	0	0
		National	2	8	13	29	27	21	0	0	0
	All	School	0	0	0	43	43	13	0	0	0
		National	2	11	16	30	23	16	0	0	0
Mathematics	Boys	School	0	0	0	22	56	22	0	0	0
		National	2	7	12	25	27	26	0	0	0
	Girls	School	0	0	7	43	36	14	0	0	0
		National	1	5	12	28	31	22	0	0	0
	All	School	0	0	4	35	43	17	0	0	0
		National	1	6	12	27	29	24	0	0	0
Science	Boys	School	0	0	-	100	-	0	0	0	-
		National	2	9	-	66	-	23	0	0	-
	Girls	School	0	0	-	100	-	0	0	0	-
		National	1	7	-	71	-	21	0	0	-
	All	School	0	0	-	100	-	0	0	0	-
		National	2	8	-	68	-	22	0	0	-

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
4. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
5. '-' represents 'Not Applicable'.
6. 'x' indicates a figure not shown in order to protect confidentiality.

COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 17

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	D	A
English	School	0	0	0	6	41	35	18	0	0
	National	1	1	2	9	47	39	2	0	0
Mathematics	School	0	0	0	12	47	24	18	0	0
	National	1	0	2	9	44	36	8	0	0
Science	School	0	0	0	0	53	47	0	0	0
	National	1	0	2	9	49	38	0	0	0

TEST RESULTS										
		Percentage at each level								
		B	3	4	5	6	T	A		
Grammar Punctuation & Spelling*	School	0	6	35	59	0	0	0		
	National	3	18	24	49	4	3	0		
Reading	School	0	6	35	59	0	0	0		
	National	3	6	39	49	0	2	0		
Mathematics	School	0	6	47	29	18	0	0		
	National	3	10	44	33	9	1	0		

Authorised and Unauthorised Absences

Attendance at Ribby with Wrea is excellent.

2014/15	
Whole School Attendance	97.6
Unauthorised Absence	0.3
Authorised Absence	2.2