

# Stonelow Junior School



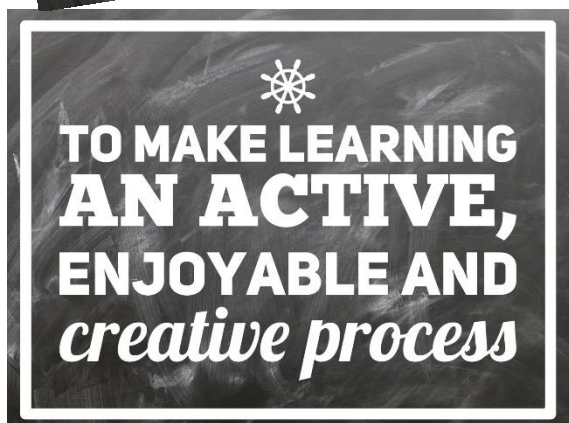
2017  
Prospectus

# Our School Aims

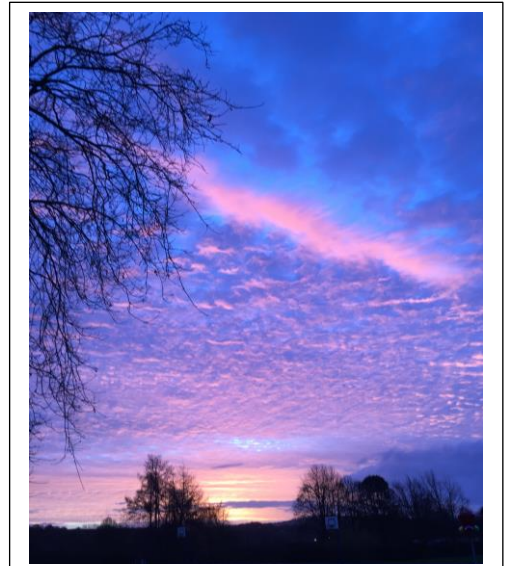
## Our Mission

To provide a creative, happy, caring and stimulating environment where all children are valued.

We want all children to be equipped with the skills and opportunities they need to become confident individuals, successful learners and responsible citizens.







# General Information

## Facilities

Stonelow Junior School was built in 1967. It is a modern building, pleasantly situated in its own spacious grounds, which include a large flat playground with basketball posts and play markings; a sizable school playing field with a collection of native British trees.

There is a tyre park, trim trail, willow tunnel and an outdoor stage for the children to play on. A range of habitats have been developed including an award winning school vegetable garden with raised beds, soft fruit beds, a butterfly garden, pond and meadow area.

The refurbished building has an administrative area with offices, a large multi-purpose hall, eight classrooms, a small kitchen for use by the children and a school meals kitchen where food is prepared on site.

At present, five rooms are used for class teaching and all have a shared art area, toilets and water fountains outside. Classrooms are carpeted and equipped with interactive screens.

Other rooms include: a large library / drama studio / group room, music area, a computer suite and a group room for small group work. We have a 'Sparkle Room' where we have positive play and a very successful nurture group called Jigsaw, for children needing additional support.





# Staying Safe

## Conduct and Behaviour

In actively promoting good behaviour, we aim to foster a caring atmosphere within a trusting school community, where children feel happy and secure, and their confidence and respect for others can develop. We can encourage a sense of responsibility and self-discipline through belonging to, and being part of, our school community.

In general, the school will be supporting the values upheld by parents at home. However it is recognised that children are still learning the social skills necessary to be able to live, work and play together in a wider community.

Clear guidance is given to the children on what is acceptable and unacceptable behaviour in social situations. We actively promote good behaviour through encouragement, praise and rewards. Unacceptable behaviour is dealt with firmly, fairly and consistently.

We believe it is important that children are aware of the need for sensible behaviour outside school. This is especially true of their behaviour on the way to and from school. The school values the support of parents in this matter to ensure the safety and welfare of all children at this potentially vulnerable time.

## Friendship and Anti Bullying Work

Supporting and encouraging strong, caring and kind friendships is of high importance to everyone in our school. The children celebrate Friendship Week and share friendship tokens with each other. Bullying is not tolerated in our school and we work together to ensure pupils understand what bullying is and how it can be prevented. Friendship is discussed in assemblies and PSHE lessons throughout the year, as is anti-bullying. Any issue of racism is dealt with as an urgent matter of concern.

'Bullying is extremely rare. Pupils understand what it means to be unkind to someone else and they are aware of the different types of bullying. In addition to this, they are confident that staff will deal quickly and effectively with any unkindness if it happens.' Ofsted 2014



## Attendance and Punctuality

Parents/carers should contact school giving reasons for absence as soon as possible on the first day of absence, otherwise school will text or call come. Please ensure that your child always arrives on time so they do not miss the start of the school day as learning begins.

Please note: schools are unable to authorise term time holidays except in exceptional circumstances. Failure to obtain permission at least 2 weeks ahead may result in unauthorised absences and parents being fined.

## Illness and Accident

If a child becomes ill at school or has an accident, he/she will receive immediate attention from a member of staff. All staff are first aid trained. Occasionally it may be necessary to contact parents to arrange for their child to be collected from school. Please ensure school has the correct contact information at all times.

## Medicines in School

The policy for Administration of medicines is available from the school office. It is based on Local Authority guidance, stating:

Medicines should only be taken in school when essential; that is, where it would be detrimental to a child's health if the medicine were not administered during the school day. Medicines must always be accompanied by a parental consent form.

## Safeguarding

The school has designated safeguarding leads (headteacher) and deputy leads and a clear policy for dealing with incidents of this nature. Staff are required to take any reasonable action to ensure the safety and protection of all the pupils.

Safeguarding action may be needed to protect children from:

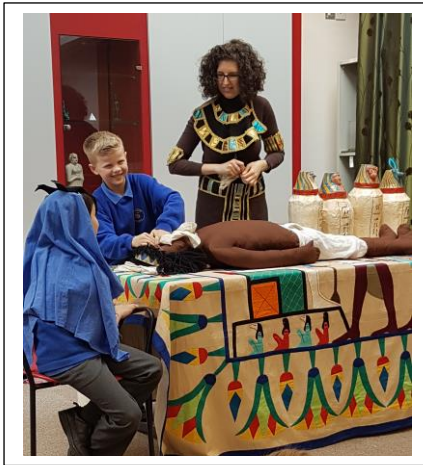
- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online and prejudice bullying
- Racist, disability, homophobic or transphobic abuse
- Gender based violence/violence against women / girls
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technology on sexual behaviour e.g. sexting
- Teenage relationship abuse
- Substance misuse
- Local activities such as gang activity / youth violence
- Domestic violence
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting

In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, the Headteacher is obliged to follow the Child Protection procedures and must inform Social Care of the concern.

It is important to note that we are agents of referral, not investigation. The matter is then dealt with by Social Care who will contact the parents. School may not contact parents on these matters.



# Being Healthy



## Sports

It is the aim of the school to provide children with opportunities to take part in a variety of sporting activities. The PE scheme of work used in school is REAL PE and develops the key abilities children need to be successful in sport and across the curriculum. It is a unique child centred approach will challenges every child at their own level. We believe in the message of REAL PE which is: 'Giving every child the physical literacy, emotional and thinking skills to achieve in PE, sport and life.'

## Swimming

Swimming instruction is provided for the children throughout the year at Dronfield Sports Centre. Our swimming programme includes the development of swimming competence and aspects of water safety as well as working towards the end of KS2 requirement to be able to swim 25m.

## Healthy Eating

The School has a 'Food Policy' to ensure that:

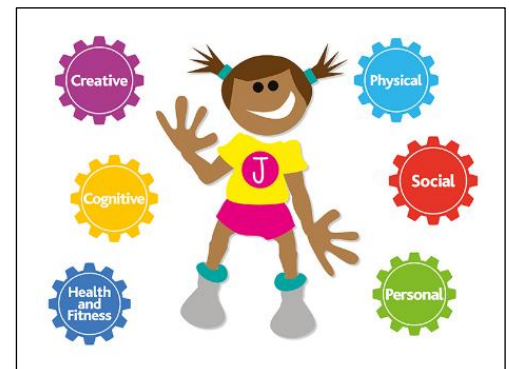
- All aspects of food and nutrition in school promote the health and wellbeing of pupils.
- The school plays its part in the larger community by helping to promote family health and sustainable food and farming practices.
- The School Actively supports healthy eating throughout the school day.

## Family Dining

We operate a system of family dining. Two year groups eat together where children serve themselves and each other at the table. Themed meals also feature through the year.

## Mid Morning Snacks

Children are encouraged to bring fresh / dried fruit or raw vegetables to eat at morning break. Water is available at the drinking fountains outside each class.



## School Meals

Healthy meals which meet the government standards are prepared on the premises and eaten in the school hall. Children are encouraged to eat healthy meals and special diets are catered for. Children who bring a packed lunch also eat in the hall and healthy meals are also encouraged e.g. no fizzy drinks or sweets.

Parents may be entitled to assistance with the provision of school meals. Details of entitlement and application forms can be discussed in confidence at the school office. It is the responsibility of parents to make the application and ensure authorisation.



# School Uniform

The schools 'code of dress' is listed below. Our uniform helps children develop a sense of belonging to the School and to identify with our values and expectations.

Pupils may wear:

- Grey / black skirt, pinafore dress or trousers
- Royal blue sweatshirt, cardigan or fleece
- Royal blue or white polo shirt, shirt or t-shirt
- Black sensible shoes

In summer:

- Grey / black shorts
- Blue and white checked dress

Sweatshirts, fleeces, polo shirts and t-shirts for PE with the school logo can be ordered from [www.schooltrends.co.uk](http://www.schooltrends.co.uk). Further information is available in the school office. Jeans or sportswear should not be worn as part of the uniform



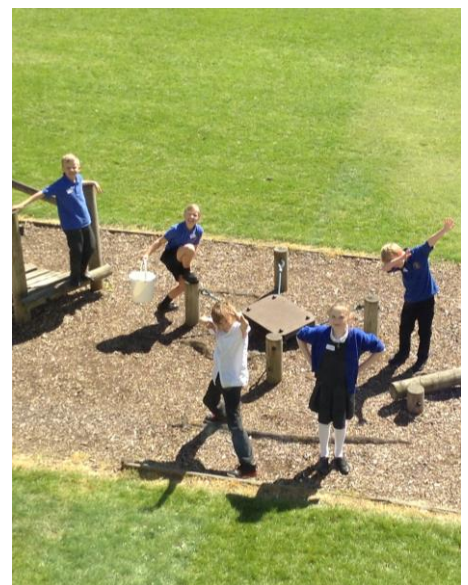
## PE kit

Children need a PE kit for both indoor and outdoor physical activities. When indoors, children should wear plimsolls / trainers, a blue Stonelow PE shirt and plain dark shorts. For outdoor PE sessions children need trainers, a warm top and bottoms e.g. jogging bottoms / leggings or similar.

PE kits should be in school every day and each item need to be named.

## Jewellery and hair

In addition to their uniform children may wear watches and small stud earrings. Other items of jewellery should not be worn. All jewellery needs to be removed for PE and swimming. Long hair needs to be tied back and extreme hairstyles should not be worn.



# Roles and responsibilities

During their time at Stonelow the children have opportunities to become part of the school community, by taking on responsibilities and roles around school. Some of these may include:

**School Council:** 2 children from each class are elected by their peers to stand on the school council for a term. They are a huge part of pupil voice, role models to their peers, responsible for a weekly celebrations assembly and monitoring our rewards system. They also organise charity events or days in school.

**Eco Council:** 2 children from each class working as part of a school team to raise awareness of 'green issues', recycling, saving water, fair trade fortnight, switch off fortnight to name a few.

**Morning assistants:** a small group of children who volunteer to help in school before registration time to help set up the classrooms, hand out registers, sharpen pencils, switch on PCs etc. We can't manage without this team!

**Mini Leaders:** Running playtime games and challenges of a sporting nature for all children who wish to join. These children have official training for a morning by Derbyshire School Sports Partnership and receive badges when targets are achieved.

**Computing technicians:** children who have expertise and interest in all things computer and IT based.

**Sound and lighting technicians:** Children who want to be part of a school production from behind the scenes; props, lighting, music, sound effects etc.

**Anti Bullying Ambassadors:** Children trained in Restorative Practice to support friendships in school. This group of children work with a link member of staff to develop ideas in school.

**Buddy Readers:** Children supporting other children in reading, providing times to read and be read to, ask questions and complete reading diaries.







# Making a positive contribution

## Home and School

### Educational Partnerships

All members of staff at Stonelow Junior School share a firm belief in, and commitment to, the partnership between teachers, parents and children in their education.

This is the basis of the Home-School Agreement, which has been drawn up in consultation with parents. Parents are kept informed of the school's activities through newsletters and letters. We also have a school app and use email and text services.

### Consultations

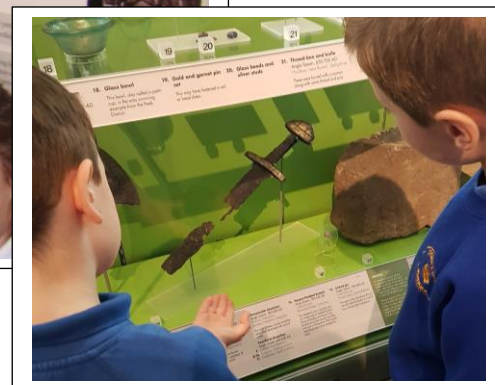
Interviews for all parents to discuss individual children's progress with the class teacher, take part in the autumn and spring terms. There is a written report in the summer term followed by a parent drop in session for parents wishing to discuss the report further. Further interviews may be arranged by appointment. The Headteacher is pleased to meet with parents to discuss any aspect of school life, or policy.



## Parents in School

The school is always pleased to hear of parents who are able to offer help. There are many activities which parents can be involved in, or supervise, which are beneficial to the children. Also, parents may have a particular skill which would assist in widening the children's experiences. The appropriate police checks must be carried out beforehand.

Through the year there are times when parents are invited to see performances or celebrations – you are warmly welcomed.



# Admissions

The Local Authority acts as a 'clearing house' for all admissions and enables parents to express a preference for 1, 2 or 3 schools and to place those preferences in rank order. Parents need to make their application online and it is submitted to the LA. Reasons can be given for preferred schools to strengthen the application.

School will always support parents where ever possible with applications. By appointment with school, parents can have support with this. Deadlines for the applications are always made available and displayed and promoted by school. Parents are notified in due course and will be offered one place only in a Derbyshire school.

Derbyshire residents wishing to apply for a school within another Local Authority should do so directly to that authority and not to Derbyshire.

More information about admissions can be found at [www.derbyshire.gov.uk/admissions](http://www.derbyshire.gov.uk/admissions)



## Pupils with disabilities

It is the priority of Derbyshire and the School, wherever possible, to meet children's needs in mainstream schools. It is unlawful for schools to discriminate against disabled pupils and prospective pupils in the provision of education and associated activities in schools, and in respect of admissions and exclusions.

Schools and the Local Authority are required to plan improvements to access for disabled people, but Stonelow was built on three levels. The School's Accessibility Plan/ Disability Equality Scheme is available in the school office.





# Additional Information

## Personal Possessions

To prevent any problems, possessions of a valuable or sentimental value should be left at home and not brought to school, and should be left at home. Where possible, possessions – particularly clothing – should be clearly labelled with the child's name. Dress jewellery is not appropriate for school.

## Charging Policy (1988 Education Reform Act)

Certain activities organised by a school are subject to being funded by voluntary contributions or charges.

## Charges to Parents

- A charge is made for music tuition provided at the school. If a school instrument is available, it will be loaned without a charge.
- A charge is made for the 'board and lodging' element of a residential educational visit.
- A charge may be made for any activity that takes place mainly or entirely outside of school hours.

Voluntary contributions are requested from parents for educational visits, which take place wholly, or mainly during school hours, and may be requested to meet the cost of the visits to school by professionals such as a theatre production or an artist.

In the past, all the events organised on this basis have taken place. This reflects the much valued support which the school receives from parents in organising such activities for the children. However, if on any occasion there were to be insufficient contributions then the planned event may not be able to go ahead. Support is available for families in receipt of certain benefits.

# Achieving Economic Wellbeing

## ICT

Computers are used as an integral part of learning and all children require skill, competence and confidence through regular hands-on experience from the time they start at Stonelow. The school has a suite of 34 computers which all have internet access. iPads are also used across school. Other ICT resources used by children include interactive screens, cameras, data loggers and mp3 recorders.

## Home reading

We encourage children to read as widely and as often possible. The school has a reading scheme with books which can be taken home; children gain greatly from practising reading with parents. In addition, books from the school library can be borrowed, along with books from the class library. Parents are welcome to discuss reading with the class teacher.



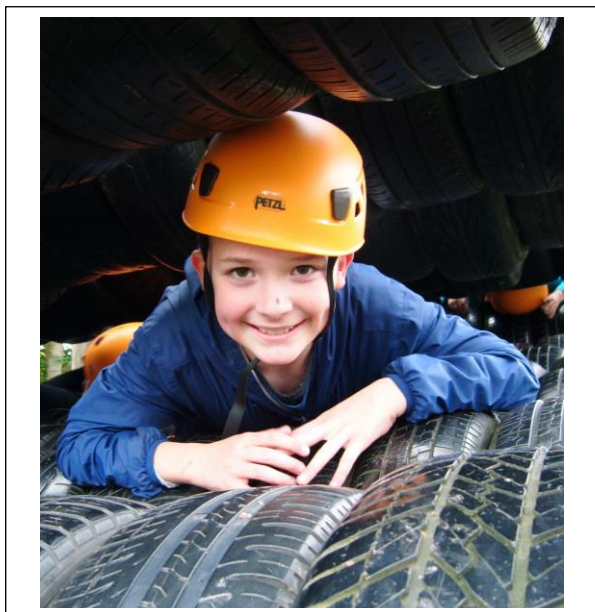
## Homework

Children in all year groups are set a reasonable amount of homework each week. All pupils will have weekly spellings to learn and a small amount of maths and English to consolidate what is being learned in class. Sometimes there will be a topic related challenge or task. In addition we encourage all children to read 3 times per week to parents. Parents are asked to support their children learning times tables and with practical maths activities such as totalling money, calculating change needed, telling the time and weighing and measuring e.g. baking, for example.

We do expect children to complete and return homework on time and hand it in to the class teacher. However, we do understand that children may have other activities outside of school which may mean they do not have time to complete some tasks. If this is the case, please speak to the class teacher.

Support with homework can be given and children can complete tasks in school, outside of class teaching time.





## School Visits

Opportunities are provided for the children to extend and enhance their learning experiences through school visits. These are arranged within the local and wider community.

Children benefit greatly by the educational visits made possible by the good of our local community contacts and by the voluntary contributions made by parents.

Recent school visits have included: Eyam Village, Crich Tramway Museum, Abbeydale Industrial Hamlet, London Houses of Parliament, London theatre, Carsington Water, Nottingham University and local nursing homes.

## Residential Visits

Pupils from all year groups have the opportunity to take part in a residential visit. These may be to an outdoor activity centre or youth hostel to take part in adventurous activities such as rock climbing, stream scrambling, low ropes, team building, den making for example. These are always the highlight trips of their time at Stonelow, providing valuable social experiences which are remembered a long time after leaving the school.

## School Concerts

Concerts and class assemblies provide the children with opportunities to perform, sing, dance, act and play instruments.

## Music Tuition

Music lessons (drum, keyboard, violin, vocals) with the specialist visiting music tutors are arranged in school. Details and charges can be obtained from the office. Arrangements can also be made for children to take the Associated Board Music exams.

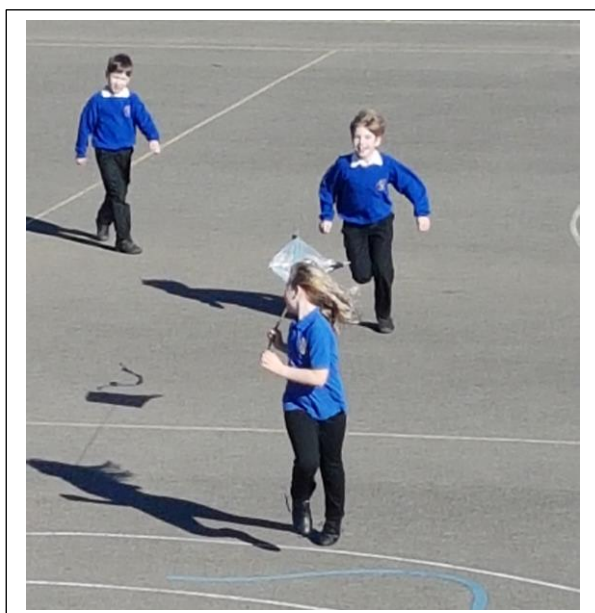
## After School Clubs

After school and lunchtime clubs are provided for the children to develop their interests and their social skills. The clubs available are reviewed each half term depending on demand and the time of the year. Some of the clubs running currently are: gymnastics, football, badminton, RuggerEds rugby, SUFC coaching, street dance and Discovery Club science.

## Complaints

Each school is responsible for considering complaints against it. Most complaints are resolved through discussion at an early stage. If parents have a concern they should first raise it with the class teacher or Headteacher.

If parents are not satisfied with the Headteacher's response, then they should ask for the complaint to be considered by the school Governing Body. The complaints procedure issued by the LA is applicable to this school and is available from the school office.



# Achievement and Support

## Attainment and Progress

One of our main goals at Stonelow is for each child to reach their full potential and be ready for their transition to secondary school when they leave us in Year 6. Each year the children in this year group sit national assessments known as SATS and we are always incredibly proud of the individual effort made by each child. Stonelow has results for attainment which is above national averages year on year.

Our results vary each year, as do each cohort of children – no group is ever the same. We endeavour to support each child in every way possible and this will remain a firm commitment.

For Stonelow, an important part of our ethos is to recognise the importance of a broad, balanced and creative curriculum which does not solely focus on reading writing and maths. There will be many children with passions and talents in subjects other than the core ones but we recognise the importance of these skills in life and work.

2017 Results

Subject	% at expected standard	% above the expected standard
Reading	76%	21%
Writing	79%	41%
EGPS	83%	14%
Maths	76%	3%
Reading, writing and maths	66%	0%



## Support

Because we value all children equally for their different abilities and achievements, we aim to provide support for those who need it too. This may be ongoing support for individual children or small groups, one off/short term support and also for parents and families.

The door is open for a chat as we strongly believe in close working partnerships between home and school is the key to great success.

As a school we are invested in supporting good mental health and well-being and have a Growth Mindset thread running throughout school. This supports children to have better self-esteem, positive attitudes to challenge and great resilience. All vital life skills to learn and develop as children grow and change ready for their next steps.





## Special Educational Needs

It is the policy of this school and the Local Authority to include, as fully as possible, any child with Special Educational Needs in mainstream education, within their local community.

Children with Special Needs are provided with an Individual Education Plan. Children with a Statement or an Education and Health Care (EHC) Plan may have extra support and resources provided by the LA. Otherwise, provision is made within the child's class by the class teacher, who will set work at an appropriate level. Some support may be available from Teaching Assistants in school.

Children's work and progress is monitored by the school's Special Needs Co-ordinator, in accordance with the Special Needs Code of Practice. We also have good relationships with outside agencies such as the LA Educational Psychologist.

## Pupil Premium

The Pupil Premium is additional to main school funding to address the current underlying inequalities identified nationally between children eligible for free school meals and their peers.

The Pupil Premium is allocated to schools each year and is up to the individual school to decide how it is spent for additional provision.

This year the Pupil Premium allocation has been used to provide additional teaching assistant hours for in class and group support, resources, and to subsidise visits and purchase equipment.

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Notes...

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