

**Infants:**

Etsome Terrace,  
Somerton, TA11 6LY

Tel: 01458 272537

office@somerton.somerset.sch.uk

**KING INA**

CHURCH OF ENGLAND ACADEMY

**Juniors:**

School Lane, Kirkham St.,  
Somerton, TA11 7NL

Tel: 01458 272587

office@monteclefe.somerset.sch.uk

Registered Office: School Lane, Kirkham Street, Somerton, Somerset TA11 7NL

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Dear candidate,

Due to the impending retirement of our longstanding Headteacher, the Directors of King Ina Academy are seeking to recruit a replacement to take up the post from the start of 2018.

King Ina Multi Academy Trust provides education for children between the ages of 2 and 11, over two sites, in the historical market town of Somerton in Somerset. The Infant site caters for 35 pre-school children and 135 Key Stage 1 children and the Junior site, which is approximately 1 mile away, caters for 149 Key Stage 2 children. For the 2017/18 Academic year, there will be 5 classes on each of the main sites, taught by a dedicated and stable teaching staff with the support of an energetic team of teaching assistants.

Links with the Parish and other local churches are important to the Directors and in September 2017 the Infants will become a Church of England Academy.

The Academy is run by a Church of England Multi Academy Trust (MAT) with some tasks, for example maintenance of the buildings, delegated to a single Local Governing Body.

At the age of 11, most children transfer to the Huish Academy Secondary school. King Ina Academy has an excellent relationship with Huish Academy and belongs to the Community Learning Partnership formed by the Secondary School and its feeder Primary Schools.

The Directors are keen to maintain or improve on the last Ofsted inspections, when the Infant School was graded Outstanding, and the Junior School Good by Ofsted and Outstanding by the Bath and Wells Diocese.

While achieving the required progress in the key curriculum subjects is important, the Academy also looks to broaden the children's education, for example by participation in trips and competitions. During their time at the school, all KS2 children have the opportunity to participate in residential trips, which are different for each year group. This year the Year 6 children made trips to London, visiting places of worship for other religions and a number of attractions, and Weymouth, where we made use of the 2012 Olympic sailing venue.

Throughout the year, excursions to places linked to curriculum topics are also arranged to enhance the children's learning experience and children from the Academy have been successful in national competitions such as the Bloodhound Project and the Junior Language Challenge.

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Health and well-being are central to the ethos of the schools. All children have the opportunity to take part in school clubs, house matches and represent the school in a variety of sport fixtures, competitions and festivals throughout the year. The Academy has been awarded a Sainsbury's School Games Gold Award for their commitment to competitive sport and community participation. The Academy has its own kitchen and is able to provide fresh hot meals on site for all Key Stage 1 and 2 children. Highlights of the academic school year are the Summer play, and the Christmas concerts and Infants' Nativity in the parish church, which are all performed to packed audiences. The Directors would expect the new Headteacher to continue the broad development of all the children.

Since the incorporation of the two schools into the King Ina Multi Academy Trust in 2014, a number of efforts have been made to relocate to a single site. The town of Somerton (population 4697) is due to expand rapidly in the coming years as planning permission has been granted and building started for up to 700 new homes. When relocation on to a single site is approved, the new Headteacher will need to have the skills to create a team to develop the Academy to support the town into the future.

The Academy is being encouraged by the DfE Regional Commissioner to formally integrate the MAT with other bodies. The Board of Directors is currently considering a range of options and the new Headteacher will need to have the strategic vision to drive the development of the MAT for the benefit of all the children.

If you feel you have the necessary knowledge, skills and expertise and have the passion to lead the Academy into the future and to keep the children at the centre of this development, I look forward to hearing from you.

Yours faithfully

David Speed

Chair of Directors

**HEADTEACHER**

**Job Description**

**Salary Scale: Leadership Spine 15-21**



CHURCH OF ENGLAND ACADEMY

**Name:**

Note: 'The Academy' in this document refers to King Ina Church of England Academy, comprised of the Juniors, Infants and Pre-School

**Overriding Requirements**

The Headteacher shall carry out his/her professional duties in accordance with and subject to the "Conditions of Employment of Headteachers" set down in the Schoolteachers Pay and Conditions Document (STPC document) as amended from time to time. In particular, paragraphs 54.1 and 54.2 of the STPC document refers.

Nothing in this job description can amend, or is intended to amend, those overriding requirements.

**Job Purpose**

The core purpose of the Headteacher is to provide professional leadership and management for the Academy.

With the Academy Board, the Headteacher provides vision, leadership and direction for the Academy and ensures that it is managed and organised to meet its aims, objectives and targets. The Headteacher also seeks to secure the commitment of the wider community to the Academy by developing and maintaining appropriate networks and relationships.

**Key Relationships**

The Headteacher establishes and maintains effective working relationships with:

- The Academy Board and Local Governing Body
- The Bath and Wells Diocesan Board of Education

and

- Consults and interacts on a professional level with Headteacher colleagues. In particular, the post holder will develop and maintain positive relationships with:

Headteachers in the Huish Community Learning Partnership

The Headteacher of Huish Academy

Headteachers in Primary and Special Schools in Somerset

Early Years providers

Other services and agencies for children.

### **Key Responsibilities and Accountabilities**

In consultation with, where this is appropriate, the Academy Board, the Local Governing Body, the Local Authority, the Diocese of Bath and Wells Officers, the staff and parents.

#### **A. Strategic Direction and Development**

1. To further develop a strategic view for the Academy in its community, identifying and determining its philosophy, overall aims and targets.
2. Create and further develop a strategic plan for the Academy, which is underpinned by sound financial planning and management, identifies priorities and targets aimed at raising achievement and is critical to sustaining school improvement.
3. To consult, develop, implement, monitor, review and evaluate policies for the delivery of the overall aims and objectives, ensuring these take account of national and global trends, local and Academy data, and inspection and research findings.
4. Foster the ethos which provides a collaborative educational vision of excellence and direction which secures effective teaching and successful learning and achievement for pupils including sustained improvement in their spiritual, moral, cultural, mental and physical development.
5. Ensure the commitment of all those involved in the Academy to its aims and objectives.
6. Ensure that the management and organisation of the Academy supports its vision and aims and objectives.
7. To be responsible for Safeguarding and Child Protection in the Academy, ensuring that all staff are aware of the necessary procedures

and that appropriate training takes place according to statutory requirements.

**B. Learning and Teaching**

1. Determine, organise and implement a diverse, flexible, creative and appropriate curriculum for the Academy within the overall framework provided by the National Curriculum and implement an effective assessment framework.
2. Create and maintain an environment and code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.
3. Monitor and evaluate the standards of learning and teaching in the Academy, ensuring that appropriate standards of professional performance are established and maintained and that underperformance at all levels is challenged.
4. Assess, monitor and evaluate the curriculum in order to identify and act upon areas for improvement and to develop a personalised learning culture within the school.
5. Produce and revise as appropriate an Academy Development Plan relevant to the needs and development of the pupils and of the potential resources available to the school.
6. Monitor and evaluate the quality of Learning and Teaching in the Academy including Special Educational Needs, using data to support and implement strategies for ensuring inclusion, diversity and access.
7. Develop and maintain effective partnerships with parents, carers, the community, other academies/schools, Clergy and the local worshipping communities. Extend pupils' learning experiences, their achievement and personal development by creating effective links with business and industry.
8. Participate, to such an extent as may be appropriate and in consultation with the Academy Board, in the teaching of pupils in the Academy, including the provision of cover for absent teachers.

**C. Leading, Managing and Deploying Staff**

1. Take the lead role in the selection and recruitment of the teaching and support staff in seeking to ensure the best available people are appointed.

2. Manage the arrangements for the deployment, effective allocation of work to, and supervision of all teaching and support staff in the Academy, to maximise their skills and contribution to the improvement of the quality of the education provided and the standards achieved.
3. Implement and sustain effective systems for the management and induction of staff performance, participating in arrangements for the appraisal of his/her own performance and the appraisal and performance management of teaching and support staff as appropriate.
4. Lead professional development of the staff by example, ensuring that all staff have access to advice and training and development opportunities appropriate to their needs, including needs identified through Performance Management systems in accordance with the policies of the Academy Board, the Academy Development Plan and of the Local Authority.
5. Ensure that teachers at the Academy receive information they need in order to carry out their professional duties.
6. Ensure that professional duties and conditions of employment as set out in the STPC document, including those for the Headteacher, and national and local conditions of service for teachers and support staff are fulfilled.
7. Develop and maintain a decision-making structure providing opportunities for staff participation, and establish channels of communication including the use of formal procedures to solve problems and resolve conflict.
8. Foster and maintain relationships with organisations representing teachers and support staff.

**D. Deployment of Resources**

1. Set appropriate priorities for expenditure, allocate funds and ensure effective administration and management of all resources including staff.
2. Ensure the sound financial management of the school in accordance with relevant regulations.
3. Make arrangements for the security and effective supervision of the Academy buildings and their contents and of the Academy grounds ensuring that such resources are managed to meet the needs of the curriculum and to comply with all relevant Health and Safety Regulations.
4. Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education,

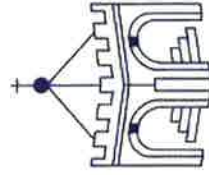
improve pupils' achievements, ensure efficiency and secure value for money.

**E. Accountability**

1. To be accountable for the efficiency and effectiveness of the Academy to the Academy Board, Local Governing Body and to the Bath and Wells Diocesan Board of Education.
2. As a Church of England Academy, fulfil the tenets of the Trust Deed.
3. Foster and maintain good community relations by implementing Academy policy and liaising with Diocesan officers (where appropriate).
4. Present a coherent, understandable and accurate account of the Academy's performance in a form appropriate to a range of audiences, including directors, governors, parents and carers, maintaining and providing adequate and appropriate records, statistical data and returns.







## KING INA CHURCH OF ENGLAND ACADEMY – HEADTEACHER PERSON SPECIFICATION

This document is based on the National Standards for Headteachers which sets out, under six key areas, the role of the Headteacher. Within these areas are identified the knowledge requirements, professional qualities, skills, dispositions and personal capabilities needed by Headteachers and the actions needed to achieve the core purpose. It is important to emphasise that these skills and qualities are interdependent and many are applicable to all the key areas.

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1. QUALIFICATIONS AND EXPERIENCE (CAREER DEVELOPMENT)		
CORE SKILLS & COMPETENCIES	ESSENTIAL	DESIRABLE
<u>Attainment</u> Through career progression and experience, CPD and specialist training. Knowledge of and <u>commitment</u> to CPD of self and others	1.1 Qualified teacher status 1.2 Evidence of recent and relevant professional and personal development 1.3 Experience of teaching in the Primary phase and a record of excellent Primary practice, including effective assessment methods 1.4 Experience leading a School/Academy or significant senior role experience in leadership	1.5 NPQH 1.6 Advanced qualification 1.7 Experience in more than one other school 1.8 Experience as HT or DH 1.9 Diocesan Pre-Headship Training 1.10 Teaching experience across more than one key stage
2. LEADING LEARNING & TEACHING		
CORE SKILLS & COMPETENCIES	ESSENTIAL	DESIRABLE
Communication Listening Influencing Analytical People Management Problem solving Creativity Team Orientation Results Orientation	2.1 Use strategies to raise achievement, using data and benchmarks to monitor progress in each child's learning 2.2 Ensure that learning is at the centre of strategic planning 2.3 Organise and implement a diverse, flexible curriculum and an effective assessment framework 2.4 Monitor, evaluate and review classroom practice, challenging underperformance at all levels, and promoting improvement strategies 2.5 Implement strategies for ensuring inclusion, diversity and access and supporting a culture where all pupils can achieve success 2.6 Develop a creative, responsive and effective approach to learning and teaching 2.7 Take a strategic role in the development of new and emerging technologies and extend the learning experiences of pupils	2.8 Demonstrate an enthusiasm for out of classroom learning 2.9 Demonstrate a commitment to and understanding of community based learning

3. LEADERSHIP			
CORE SKILLS & COMPETENCIES		ESSENTIAL	DESIRABLE
Creativity	<ul style="list-style-type: none"> <li>Leadership of the school</li> <li>Leadership within the community</li> </ul>	3.1 Build, communicate and implement a shared vision which is understood and acted upon effectively by all	3.10 Substantial leadership demonstrated in more than one setting and possibly outside an education setting
Planning and Organisational		3.2 Provide spiritual leadership within the context of the Academy and wider community	3.11 Experience in working with directors, governors and parents
Listening		3.3 Work alongside the directors and governors to translate the vision into agreed objectives and operational plans which promote school improvement	
People management		3.4 Demonstrate the vision and values in everyday work and ensure the effective allocation of work to maximise the skills of all members of the team	
Decision making		3.5 Motivate and innovate and use technology appropriately to bring about improvement	
Relationships		3.6 Lead, support and develop staff using a variety of informal and formal strategies and a willingness to take appropriate action when performance is unsatisfactory	
Team orientation		3.7 Develop further a collaborative culture within the Academy and engage with others to build effective learning communities	
Results orientation		3.8 Foster good links with parents, carers, the community, the church, other Multi Academy Trusts and the LA to enhance and enrich the school and its value to the community	
		3.9 Ability to collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, physical and cultural well being of pupils and their families.	
4. MANAGEMENT AND ACCOUNTABILITY			
CORE SKILLS & COMPETENCIES		ESSENTIAL	DESIRABLE
Planning and Organisational		4.1 Establish and sustain appropriate management structures and systems in line with legal requirements, both local and national circumstances	
Analytical		4.2 Produce and implement clear, evidence based improvement plans and policies for the development for the Academy, its religious foundation, and its facilities	
Problem solving		4.3 Manage financial and human resources effectively to achieve the Academy's priorities, improve the quality of education for all pupils and provide value for money	
Results orientation		4.4 Develop and maintain effective strategies and procedures for staff development and performance review	
People Management		4.5 Understands and implements safeguarding procedures to ensure Child Protection and safeguarding arrangements in	
Creativity			

	<p>the Academy</p> <p>4.6 Work with the directors and local governing body to provide information, objective advice and support to enable it to meet its responsibilities</p> <p>4.7 Engage the Academy community in systematic and rigorous self evaluation</p> <p>4.8 Use a rich set of data to understand the strengths and weaknesses of the Academy</p> <p>4.9 Manage change positively</p> <p>4.10 Engage the community and other stakeholders in celebrating the Academy's success</p> <p>4.11 Use and integrate a range of technologies effectively and efficiently to manage the Academy</p> <p>4.12 Fulfil the responsibilities of the Academy's Trust Deed</p>	
<b>5. KEY PERSONAL QUALITIES AND CHARACTERISTICS</b>		
<b>CORE QUALITIES &amp; CHARACTERISTICS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<p>Communication and Listening</p> <p>Self Management</p> <p>Personal Faith</p> <p>Commitment</p>	<p>5.1 Communicate effectively both orally and in writing to a wide variety of audiences and in a variety of settings</p> <p>5.2 Manage own workload and that of others to allow:</p> <ul style="list-style-type: none"> <li>- an appropriate work/life balance</li> <li>- working well under pressure</li> <li>- motivation, enthusiasm and commitment</li> </ul> <p>5.3 Be fully supportive of and committed to the aims and ethos of a Church of England Academy and be able to demonstrate the ability to maintain the religious character of such an Academy</p>	



## Thoughts on King Ina Academy from the Pupils

### An alphabet to describe our school:

Active	Neighbourly
Belonging	Old
Christian	Pride
Dedicated	Quiet
Encouraging	Responsive
Fun	Safe
Great	Thoughtful
Helpful	Unique
Improving	Values
Just	Wonderful
Kind	Xcellent
Listening	Young
Meaningful	Zestful

### These are the things that make our school special:

"We visit the local art gallery"

"We have planted trees in our town"

"We inspire others, and set a good example in our community"

"We put on concerts for special occasions"

"We have an awesome school environment"

"We love the school play"

"We have great teachers"

At school we feel...

"I feel safe and happy at school"

"Our teachers want the best for us"

"My teacher is intelligent and encouraging"

As a school community we...

"Listen to each other"

"We have awesome special events"

"Support poor children from different countries"

"We are part of an historic school"

"We are welcoming"

"Know how to have fun"

"United"

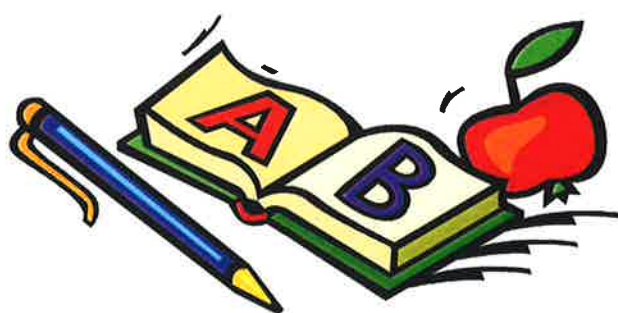
"Unique in our uniform, motto and School emblem"

"Never give up"

# KING INA



CHURCH OF ENGLAND ACADEMY



## Guide for parents 2016 - 2017

*King Ina Church of England Academy  
aims to:*

*Develop happy, hardworking learners to achieve their full potential  
in a secure Christian environment.*

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**Headteacher:** Mr David Norton

**Chair of Governors:** Mr David Speed

[www.kingina.somerset.sch.uk](http://www.kingina.somerset.sch.uk)





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## Welcome

Welcome to our new school guide for parents for the academic year starting in September 2016.

We hope this prospectus will provide you with all the essential information you might need about our school, and also offer a brief insight to what life is like here at King Ina.

King Ina Church of England Academy is for four to eleven year olds. Our principle aim is to encourage children to develop important skills, knowledge and attitudes, particularly in English and Mathematics, whilst providing opportunities to further their understanding of the world in which they live. We endeavour to create a supportive and friendly environment within which your child will feel more confident to tackle areas of difficulty and build on strengths. This can be greatly enhanced through support from home, thus providing the child with a secure basis for learning. After primary education at King Ina most children progress to Huish Episcopi Academy at Langport.

We aim, together, to build an atmosphere where all the children have a positive outlook to school life enabling them to reach their potential through encouragement and self motivation. This is supported by our discipline policy and our house system. This rewards children for positive contributions to school life. At the end of each week we have an achievement assembly where children are celebrated for their contribution to the school community, and merit certificates awarded.

If you would like to visit the school please contact the office staff who will arrange a suitable time for you.

*David Norton*

Headteacher

## Disabled Pupils

Disabled pupils are given equal access to the school and curriculum as their more able-bodied peers. King Ina is proud of its ability to integrate such pupils and to provide them with a valuable educational experience in a main stream environment. Although the junior site is split level, entry to all aspects has been provided for every pupil.

Disabled pupils are supported with appropriate care funded from both the County Audit System (School Action Plus) and the school's delegated budget for special needs. (School Action)

## School Times, Terms and Holidays

### The School Day

Children should arrive at school at 8.40 a.m. when the school is opened, and unless engaged in an after-school activity, are expected to be off the premises by ten minutes after the end of school. Morning session - 8.50 am – 12.00 (Infants) 12.15 pm (Juniors) with break from 11.00 to 11.15. Afternoon session – 1 pm – 3 pm (Infants) 1.15 pm - 3.15 pm (Juniors).

School lunches are taken in the school hall. Hot lunches are available and are provided free for Infant children and cost £2.45 per day for Junior children, payable one week in advance. All families in receipt of Income Support are entitled to a free hot lunch provided by Somerset County Council providing that the office have been given proof of receipt of benefit. Pupils may also bring packed lunches which are either eaten in the dining room, classroom or outside if the weather is suitable. Children must only be allowed to remain in classrooms at break or lunchtimes if supervised, or on medical grounds.

### The School Year -2016/2017

#### Term 1

1<sup>st</sup> September to 21<sup>st</sup> October

#### Term 2

31<sup>st</sup> October to 16<sup>th</sup> December

#### Term 3

3<sup>rd</sup> January to 10<sup>th</sup> February

#### Term 4

20<sup>th</sup> February to 31<sup>st</sup> March

#### Term 5

18<sup>th</sup> April to 26<sup>th</sup> May  
(May Day – 1<sup>st</sup> May)

#### Term 6

5<sup>th</sup> June to 24<sup>th</sup> July

There will be no school on In-Service Training Days, of which there are normally five in a school year. If a Bank Holiday occurs on a day that would otherwise be a normal school day, there will be no school.

**INSET Days for 2016/17:** 1<sup>st</sup> & 2<sup>nd</sup> September, 10<sup>th</sup> February, 2017.

There will be 2 further inset days to be confirmed at a later date.

## **Absence during term time**

If your child is absent from school for any reason you must phone the office first thing in the morning, if there is no-one in the office a message can be left on the answer-phone.

## **Holidays in term time**

### **King Ina Church of England Academy Policy for Attendance**

#### **Introduction**

We expect all children on roll to attend every day when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school. To this end we strive to make our school a happy and rewarding experience for all children. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

Under the *Education (Pupil Registration) Regulations 1995* the governing body are responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether an absence was authorised or unauthorised.

#### **Definitions:**

##### **Authorised absence**

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. For example, if a child has been unwell and the parent writes a note or telephones the school to explain the absence.
- Only the school can make an absence authorised. Parents do not have this authority. Consequently not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence.

##### **Unauthorised absence**

- An absence is classified as unauthorised when a child is away from school without the permission of both the school and a parent.
- Absence is unauthorised if a child is away from school without good reason, even with the support of a parent.
- An absence is marked as unauthorised if parents do not inform the school of any reason for absence.

## **Lateness**

Registration is at 8.50 am. Arrival of a child between 8.50 and 9.05 am will be recorded as late but authorised, arrival between 9.05 and 9.20 will be recorded as unauthorised lateness. The school expects the children to be in at 8.50 am as lessons start immediately after registration.

Should there be a consistent pattern of lateness parents will be invited to discuss this with the Headteacher to see whether support is needed from Social Services.

## **If a child is absent**

When a child is absent unexpectedly, the class teacher will record the absence in the register, and will inform the school office.

Parents or guardians should inform of absence on the first day by telephone call to the office or by sending a note giving reason for absence. A note may be sent to the school prior to the day of absence, for example, if a child has a medical appointment. If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the school office. The school will then endeavour to contact the parent or guardian in order to check on the safety of the child.

If the absence remains 'unexplained', being that no contact has occurred between school and home, the school will write to parents on the third day requesting an explanation of the absence. If the absence remains unexplained, after the fifth day the ESW (Education Social Worker) will be informed.

Attendance is monitored and if it falls below 90% it will be regarded as a matter of concern and parents will be given an appointment to discuss this matter. Should they decline to do so and attendance does not improve it will be referred to the Education Social Worker.

## **Requests for leave of absence**

We believe that children need to be in school for all sessions, so that they can make the most progress possible. However, we do understand that there can be exceptional circumstances where a parent may legitimately request leave of absence for a child to attend. Reasons would include:

- Compassionate grounds
- A significant family event (usually overseas or some considerable distance from South West England). These could include a close relative wedding, a close relative receiving an award like a graduation, seeing elderly or poorly relatives who live overseas perhaps with limited scope to see them again etc
- Very strict / restrictive employment conditions of service eg. Armed Forces personnel and Emergency Services personnel who have no / very little say over when they can take 'leave'. Or where the parent's livelihood is dependent on the tourist / holiday trade during school closure times which results in them not being able to holiday with their own children when school are closed. Even having said this, the parent needs to demonstrate

that she/he cannot take their 'sole' family holiday during any of the 14 weeks the schools are closed.

A 'sole' family annual holiday is not reason enough by itself. The above guidance applies.

In addition, the child must also have an exemplary school attendance level, have had no exclusions and not be at a critical phase in his/her school career i.e. near taking SATS or at the beginning of an academic year.

The vast majority of term-time leave requests involve choice on the part of parents and the absence could be avoided. These will be unauthorised absences if the parent nonetheless takes their child out of school.

### **Warning Penalty Notice**

The Local Authority's position is that a Warning Penalty Notice may be issued to the parents of a child who has accumulated more than 10 unauthorised days of school absence in a 12 month period. This could ultimately result in a £50 per parent fine per child, or £100 if not paid within a set time-scale.

We expect parents to contact the school at least a month in advance to explain the exceptional reason for absence.

If a child has an unauthorised absence for a period longer than 10 days, the ESW will be informed.

### **Long-term absence**

If a child is absent from school because of illness for a period of more than five days medical confirmation will be required from the doctor. When children have an illness that means they will be away from school for over five days, the school will do all it can to send material home, so that they can keep up with their school work.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the support services, so that arrangements can be made for the child to be given some tuition outside school.

### **Repeated unauthorised absences**

If a child has a repeated number of unauthorised absences, the parents or guardians will be informed by letter of concerns and asked to visit the school to discuss the problem. If the situation does not improve, the school will then contact the Education Social Worker, who will visit the home and seek to ensure that the parents or guardians understand the seriousness of the situation and help meet their responsibility.

The Local Authority will consider taking legal action against any parents or guardians who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.

## Persistent lateness or irregular attendance

The following steps will be taken before referral to the Education Social Worker.

- Letter to parents/guardian raising concerns about attendance or persistent lateness.
- Second letter inviting parents/guardians to meeting if attendance remains a concern.
- Discuss/refer to Education Social Worker if attendance does not improve after meeting.
- Inform parents of the referral in writing.

If a referral is made to the Education Social Worker the school will supply:

1. A fully completed Multi Agency Referral Form
2. Up to date attendance printout
3. Copies of any letters sent to the family.
4. Minutes of attendance meeting and telephone calls.
5. Copy of the letter sent to the parents informing them of the referral.

## Monitoring and review

- It is the responsibility of the governors to monitor overall attendance, and the headteacher will report attendance figures at the beginning of a new academic year for the previous year.
- The school will keep accurate attendance records on file for a minimum period of three years.
- The ESW will make regular visits to the school to monitor attendance.
- The rates of attendance will be reported in the annual governors' report. Individual pupils attendance figures will be included in annual reports to parents. The attendance policy will be included in the prospectus for all new parents.

The Headteacher and Office Administrator will be responsible for monitoring attendance in the classes, and for following up absences in the appropriate way. If there is concern about a child's absence, they will contact the parent immediately. If there is a longer-term general worry about the attendance of a particular child the Headteacher will discuss this with the parents and if necessary refer to the ESW

## School Attendance Analysis

September 2015 – May 2016

### Infants

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	90	82	91.1	4.5	31	34.4	0.6

### Junior

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	158	145	91.8	3.1	42	26.6	0.5



## **Safeguarding Children**

We at King Ina take our Safeguarding responsibilities very seriously. This means that we have ensured (and will continue to do so) that everyone working in the school has successfully completed the necessary clearances to enable them to work with your children. It also means that we have staff members who are specifically trained and nominated as the Designated Child Protection Person with school. The persons to contact are Mr Norton, Miss Walker and Mr Feltham.

We would always hope to share any concerns we may have about your child with you at the first opportunity as we hope you do with us about your, or any other child. Part of our legal duty to safeguard your children, may also include us needing to consult with and take advice from other agencies such as the Police or Children's Social Care, should the need arise.

By working closely together with you and our partner agencies, we firmly believe that we will continue to offer a safe learning environment for all our children.

## **Health Matters**

### **Illness**

In the event of a child being taken ill at school the parent will be informed immediately. The school has a medical room but no resident nurse and therefore parents may be requested to collect sick children as soon as possible. Staff are not normally allowed to administer medicines or tablets of any kind to pupils.

### **Minor accidents**

Children who sustain minor injuries such as small cuts, grazes and bruises will be given first aid by a member of staff qualified to do so.

### **Other Accidents**

In the event of a child sustaining a more serious injury, first aid will be given by a member of staff qualified to do so. Medical help from the local GP's surgery may be asked for if necessary and with the consent of the parent.

### **Head lice**

This ongoing problem which affects practically all schools inevitably arises at King Ina. We do request parents to be vigilant in respect of hair cleanliness and any incident of head lice should be treated immediately and the school informed. Information about treatment is available at the school office.



## **Religious Education**

Morning assembly is held in the Parish Church on certain Festival days (e.g. Harvest, Christmas and Easter) and at the beginning of each term. The Junior Christmas Carol Service is held in the church during an evening so that as many parents as possible are able to attend.

Although we are a Church of England Foundation, the school fully acknowledges and accepts the responsibility for pupils of other denominations. In accordance with the terms of the Education Act 1944, parents have the right to withdraw their children from receiving Religious Education at school if they so wish. Any parent who wishes to do so must write to the Headteacher.

Since September 2001 the school follows the agreed County Syllabus for Religious Education.

## **Sex Education**

Parents are sometimes concerned about 'Sex' Education. We believe that the role of the primary school is to ensure that questions are honestly answered at the right level of the child's understanding and without emotional overtones. Our curriculum includes an element of health education. In the sphere of education the school has no intention of usurping the parent's role or duty.

Equally important is the whole ethos of the school and its emphasis on caring relationships and the acknowledgement of other people as individuals. We are always happy to give parents more details of the programme.

## **Homework**

The pattern of homework is set out in our homework policy. Each class teacher will send home a letter each half-term outlining the topics for that period. Children are encouraged to learn basic maths (e.g. tables) and new words, practise their handwriting, spellings and read at home in line with the recent new Government initiatives. The school will keep parents informed of any requirements. Parents may wish to help teachers in the classroom, for example with reading or library work.

## **Special Educational Needs (SEN)**

The education of children with special needs is a key challenge for any school, and important to the creation of a fully inclusive society. Where appropriate King Ina aims to give special help to children with specific or general learning difficulties **and** to very able children. Pupils are mainly supported within the classroom by their Class teacher and Teaching Assistants. All children have access to the whole National Curriculum and the work set will match individual pupils needs and abilities.

Children with particularly severe learning and/or behavioural difficulties may, with their parent's consent be referred to the Educational Psychologist.

## School Uniform, Clothing and Personal Property

The school is justly proud of its pupils and their achievements and our school uniform reflects this. Please select from the following list.

**Blouse/Shirt:** Royal Blue jumper with white short-sleeved polo shirt (both with the school logo - available from the school office) or White Blouse or White Shirt

**Skirts:** Kilts available from the school office, or plain Grey

**Trousers/Shorts:** Grey

**Socks:** White, dark grey or black, or Tights: Grey or Black

**Shoes:** Sensible, in black, or Sandals: Brown or White

**Dresses:** Royal Blue Gingham check

**P.E kit.** Navy blue shorts, white 'T' Shirts, plimsolls ('daps')/trainers.

**Optional School Tie:** available from the school office

Please ensure that all clothing is clearly marked with a name label.

Our uniform is available from the school office and online from School Trends ([www.schooltrends.co.uk](http://www.schooltrends.co.uk)) and Tesco (<http://www.clothingattesco.com/somerset/king-in-a-academy/invt/138541>)

## Jewellery

As it is impossible for staff to be responsible for any jewellery worn by individuals, it is best that children do not wear any to school. For reasons of health and safety children with pierced ears must wear 'studs' only during school time, and must remove their earrings during P.E. lessons. Pupils should not wear nail varnish to school or use coloured hair dye.

## Lost property

All items should be clearly marked with the child's name, this applies to lunch boxes as well as clothing. Please check **each term** that the name is still clear. No responsibility can be accepted for lost items in school such as watches. Unmarked items will be retained at school for one term only.

## Money

Any cash payment must be paid in to the office by an adult, cheques can be placed in an envelope with name, class and purpose of content clearly marked on the front. Reimbursement of lost money can only be made if the envelope has been given to a teacher.

## **Other Activities & Facilities**

### **Club Activities**

Added to the work of the normal school day, clubs are held after school and at lunchtimes. Details with a parental consent slip are sent home with the children at the beginning of the school term.

Individual musical instrument tuition can be arranged on the Junior site with Mrs. A. Faulkner and Champion Music Group, and a range of instruments are offered, parents are required to pay for these lessons. The school also has a Samba after-school Club for the junior children.

### **Accelerated Reader Scheme**

The school operates the Accelerated Reader Scheme which can be accessed at home and school.

### **House System**

On entry to the school, the children are divided numerically into four houses. House points are awarded for work, conduct, social behaviour and effort. There are a variety of inter-house competitions held throughout the year covering all aspects of the sports curriculum.

### **School Excursions and Activities**

Classes are sometimes taken on excursions during the school day. On each occasion, a letter giving full details of the excursion, including a parental consent form, is sent to parents.

Theatre companies visit the school each year and the children may also have the opportunity to experience talks by visiting speakers.

The Local Authority has established its policy for charging for school activities and the Governing Body has decided to adopt the same charging policy. This policy will be kept under review. A copy of this policy is available at the school for any parent who may wish to consult it.

All trips "mainly in school time" will be supported by voluntary contributions from parents. The school may cancel trips, even those of an educational nature, where sufficient contributions are not forthcoming.

### **Sports Fixtures – on and off site**

Details of these are sent to parents of children involved in matches with other schools, with a parental consent return slip. No pupil is allowed to take part without the permission of his/her parents.

## **Parents & Friends Association**

The school is fortunate in having a flourishing association which exists to provide a dialogue between the school, the parents and the wider community. The PFA has an important role within the life of the school, as well as its invaluable fund raising activities, and it provides social activities for the whole school community. The funds raised enable the school to provide extra resources to enrich the curriculum of the school. Elections to the Committee are held at the Annual General Meeting at the beginning of each educational year.

All parents are members of the Association and we hope that you will support the Committee, when elected, in their endeavours for the pupils of our school.

## **Further Information**

Parents who wish may have access to the following documents at the school. DfES Statutory Instruments relating to Curriculum Work Schemes/Syllabi, and latest OFSTED Report.

## **Complaints**

We sincerely hope that your child will be very happy at King Ina, and that day to day problems can be sorted out quickly by contacting the school. Nevertheless, there is a formal complaints procedure to deal with complaints from parents in relation to the curriculum, religious worship in schools, or indeed other school matters. Please contact the school office if you wish to have more information.

## School Staff

Title	Infants Site	Junior Site
Headteacher	Mr. David Norton	
Deputy Head	Miss Hedda Walker	
Senior Teachers	Mr O Feltham	Mrs N Billenness – Lower Junior
		Mr C Tune – Upper Junior
Teachers	Mrs L Thompson	Mr B Smith
	Mrs L Ruddle	Miss R White
	Miss L Dibble	Miss P Denning
	Mr L Butt	Miss L Smith
	Mrs Fildes	Mrs L Costanza
	Ms J Stock	Mrs J Gay
HLTA	Miss K Holm*	Mrs L Langdon*
	Mrs C Lawrence*	Miss Callow*
	Mrs S Coombes*	
Business Manager		Mrs L Watts
School Secretary		Mrs J Bown
Office Manager	Miss K Pettemerides	
Finance Officer	Mrs J McArthur	
Teaching Assistants	Mrs J Chorley	
	Mrs H Childs	Mrs J Bright
	Mrs K Elliott	Mrs E Cox*
	Mrs A Schofield	Mrs L Edwards*
	Miss R Long	Ms S Huggett
	Mrs D White*	Mrs S Patten
	Mrs J Slade*	Mrs J Whitwham
		Mrs V Raybould*
		Miss M Cannon
Caretaker	Miss T Shore	Mrs V Raybould
Cleaners	Miss E Fear	Mrs S Hunt*
	Miss T Shire	Mr R Powell
		Miss A Jones
		Mrs J Pompa
Midday Supervisors	Miss T Lawrence	Mrs S Thomas
*also midday supervisors	Mrs J Brett	Mrs J Alderson
		Mrs A Perry
		Mrs M Peppard
Catering Team	Mrs T Tucker	Miss J Scott
	Mrs J Williamson	Mrs L McKellar

## **Privacy Notice - Data Protection Act 1998**

We, King Ina Church of England Academy, are the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information <sup>1</sup> and personal characteristics such as your ethnic group, special educational needs and any relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

***We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.***

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE)

If you want to see a copy of the information we hold and share about you then please contact Jenny Bown.

If you require more information about how the Local Authority (LA) and/or DfE store please contact these institutions directly at the following addresses:

- CYPD Information Officer, Children and Young People's Directorate, Somerset County Council, County Hall, Taunton TA1 4DY  
Email: [educfoi@somerset.gov.uk](mailto:educfoi@somerset.gov.uk)  
Tel: 01823 355959
- Public Communications Unit  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
Website: [www.education.gov.uk](http://www.education.gov.uk)  
email: [info@education.gsi.gov.uk](mailto:info@education.gsi.gov.uk)  
Telephone: 0870 000 2288