

forgiveness

service

compassion

trust

peace

thankfulness



Micklefield Church of England Primary School

Prospectus 2017 - 2018

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1.	The School
	Welcome
	Forest Schools
	The School Ethos
	The Aims of the School
	The School Building
	List of Current School Governors and Staff
	St. Mary's Church, Micklefield
2.	Admissions and Organisation
	Admissions
	The School Day
	Holiday Dates for 2017 - 2018
	Secondary School Transfer
3.	The School Curriculum
	The School Curriculum
	Inclusion and Special Needs
	Equal Opportunities
	Sex and Relationships Education
	Swimming
	Sport
	Other Activities
	Summary Statistics for 2016 – 2017
	Summary of Standardised Attainment Tests (SATs)
4.	Home and School
	Homework
	Parental Involvement
	Behaviour
	Pastoral Care
	Child Protection
	Holidays in term time
5.	School Arrangements
	Medicines
	School Clothing
	School Meals

Welcome



We would like to offer you a warm welcome to the school.

The purpose of this prospectus is to introduce you to our school. We really hope you enjoy your time reading it and find the information useful.

Starting a new school is an important and sometimes daunting time, not only for children, but also for their parents or carers.

We operate an open door policy, where parents and carers can ask questions and we will share information about the school without restrictions.

It is important that you select a school that is right for your child and your family. You are welcome to visit the school for a look around our provision. Please contact the school office to arrange a visit.

Kind regards,

Mrs. Gillian Dodsworth (Headteacher) and the staff team.



In the Family Unit, we love to extend our knowledge and understanding of the world around us.

The School



The School Ethos

Micklefield Church of England Primary School is a happy and caring learning environment which is founded on Christian principles and lives by Christian values. The Governors have adopted the York Diocese ethos statement:

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

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

The Aims of the School

1. To provide for the spiritual, moral, social and cultural development of children so that they develop a balanced view of their self worth.
2. To enable children to reach their full potential and realise their own capabilities and strengths.
3. To provide a quality education for children so that they develop both physically and intellectually.
4. To encourage children to develop empathy with people and the world, to prepare them for their role as local and global citizens.
5. To develop confident, outgoing children in preparation for adult life.
6. To be a healthy school where children and adults are valued, respected and encouraged, enabling them to make healthy life choices.

The School Building

The school is an attractive, stone-built single storey building, with a feature stained-glass window reflecting our church foundation. Situated in the centre of the village, it was opened in 1987 to replace the old building destroyed by fire. A new Family Unit was opened in September 2009, which accommodates children from 2 to 5 years.



At present the school has a Family Unit for pre-Nursery, Nursery and Reception. There are also three mixed-age classes: The classrooms are situated at the rear of the building and overlook open fields. In addition to the classrooms, we have two carpeted library areas and a large hall used for PE, collective worship, drama and lunchtimes. Outside we have four play areas – with active zones and quiet places – as well as a large field.





List of Current School Governors and Staff

Governors

Chair	Mr P. Wrigley
Vice Chair	Ms. J. Hartley
Staff Representative	Miss H. Watson
Headteacher	Mrs. G. Dodsworth
Parent Representatives	Mr P. Wrigley Mr. M. Lines Mr N. Royle
Associate governor	Mrs. H. Middleton
Foundation Representatives	Mrs. A. Jones Father David Hayes
Community Representative	Mr T. Johnston
LEA Representative	Cllr. J. Lewis

Staff

Headteacher	Mrs. G. Dodsworth
Assistant Headteacher	Mrs. C. Loring
Teachers	Miss H. Watson Mrs. L. Gillatt Miss R. Higham Mrs. K Peel
PPA cover	Mrs. R. Janney Mrs. L. Fairburn
Teaching Assistants	Mrs. A Cobb Mrs. J. Bailey Ms. J. Willingham Mrs L. Fairburn Mrs. L. Roberts Mrs. K. Dodsworth Miss J. Orr Miss H. Bellard
Pre-Nursery lead	Mrs. S. Hardacre
Teaching Assistant (2YOP)	Mrs. J Walton
Office Manager	Mr R. Bland
Office Administrator	Mrs. J. Sanderson
Superintendent	Mr R. Bland
Cleaner	Mrs. M. Keighley
Catering Supervisor	Miss M. Heptonstall
Catering Assistant	Mrs. M. Keighley Mrs. S. Everitt

2. Admissions and Organisation



Admissions

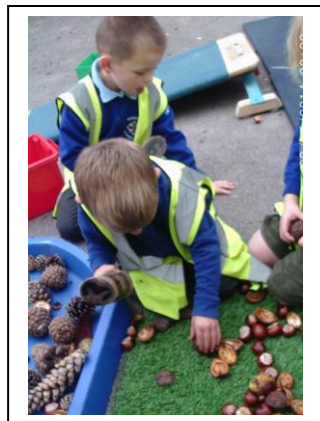
The school is equipped with a well-staffed, excellently resourced Family Unit for Pre-Nursery, Nursery and Reception. Children are admitted into Pre-Nursery after their second birthday and are taken in strict age order, unless the Headteacher decides that there are exceptional circumstances. Children are admitted



into Nursery in the half-term after their third birthday. Admissions into full-time schooling take place in the September of the school year in which the children are five.

Parents of new children entering the school are welcome to visit the school by prior arrangement. Induction programmes are in place for Pre-Nursery, Nursery and Reception so that children and parents can visit the school before admission to see their teachers and their classrooms. Details about these visits and further information regarding the Foundation Stage are sent to parents early in the half-term prior to admission.

Parents of children who attend the Nursery are required to fill in an admission form for a place in the Reception class; Leeds City Council does not automatically give places to children who have attended our Nursery.



Children in our Pre-Nursery, Nursery and Reception work and play together. We provide both child-initiated and more formal, structured learning sessions, carefully matched to their individual needs in each area of their development. Our Pre-Nursery children join in with the other Family Unit children for some of their activities. Our Early Years provision was judged as good by SIAMS in 2016 and Ofsted in 2017.

Further information on our Family Unit and provision for the Early Years is available in the Family Unit Handbook.

The School Day

Foundation E (Pre-Nursery)	8.45 am - 11.45 am (doors open at 8.45)
Foundation 1 (Nursery)	
Morning session	8.45 am - 11.45 am (doors open at 8.45)
Afternoon session	12.20 pm - 3.20 pm
Full day	8.45 – 2.45 pm
Foundation 2 (Reception) - Year 6	
School begins	8.50 am
Assembly	Monday and Thursday 9.00 and 2.45 on Tuesday and Friday. Classes have their own Collective Worship on Wednesdays.
Lunch Y1 – Y6	12 pm – 12.30 pm
Playtime Y1 – Y6	12.30 – 1 pm
School ends	3.20 pm

Holiday Dates for 2017 - 2018

Holiday	School closes	School re-opens
Summer		Monday 4th September
Half term	Friday 20th October	Monday 30th October
Christmas	Friday 15th December	Tuesday 2nd January
Half term	Friday 9th February	Monday 19th February
Easter	Thursday 29th March	Monday 16 th April
May Day Holiday	Friday 4th May	Tuesday 8th May
Summer mid-term	Friday 25th May	Monday 4 th June
Summer	Wednesday 25th July	

Schools are allocated 5 training days throughout the year, please see the dates below. You will be informed of any changes via newsletters and the text message system.

18th September 2017; 30th October 2017; 2nd January 2018; 26th May 2017; 5th June 2017

Secondary School Transfer

Children leave Micklefield C of E Primary School at the age of eleven for local secondary schools. The majority of children attend our link schools, Garforth Academy and Brigshaw High School. Parents wishing for further information regarding individual high schools should refer to the current Leeds Schools Booklet and the prospectus of the individual school.

3. The School Curriculum



The School Curriculum

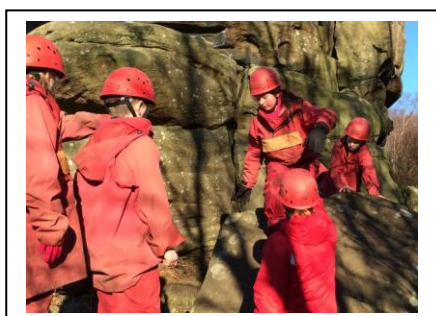
Core subjects	Foundation subjects
English	Design Technology
Mathematics	History
Science	Geography
Computing	Art
	Music
	Physical Education
	Modern Foreign Languages
	Religious Education
	PSHE
	Forest Schools

Our exciting and engaging cross-curricular approach to learning ‘stimulates pupils’ interest and engages them’ (Ofsted April 2017). There is continual assessment of children's work and progress throughout their years at school. Assessment begins in the Pre-Nursery and when children enter Foundation 1, their Foundation Stage Profile is started. The majority of the Foundation Stage Profile is completed by the end of the Foundation 2 school year or during Year 1.

National standardised attainment tests/tasks (SATs) are given to the children at the ages of seven and eleven. School staff set targets in **English** and **Mathematics** for each child in Year 5 during the Autumn Term, which will then become their targets for the end of Key Stage 2 national tests. The school also sets termly targets for children in reading, writing and mathematics in all other year groups; progress is also monitored regularly. We use the Read, Write Inc. scheme for teaching phonics and writing skills. This is linked to the Language and Literacy scheme used in Key stages 1 and 2.

When children enter Pre Nursery and Foundation 1 (Nursery), they are assessed against the ‘Development Matters’ bands. As they progress through Nursery and then attend school full-time in Reception, the children continue with Development Matters, moving on to the full National Curriculum when they are ready, either at the end of Reception or during their time in Year 1.

Children learn more readily in an environment where the tasks they undertake are enjoyable, relevant and genuine in their purpose. To this end, the separate subjects are often integrated through a topic-based approach that strengthens links between the knowledge and skills of each curriculum area rather than isolating them. Greater strides in learning take place when dealing with first hand experiences.



Bewerley Park adventures

Educational visits play an important part in the teaching of skills, concepts and knowledge and these are encouraged throughout the school.

At the present time, Key Stage 2 children have the opportunity to participate in a residential visit every two years.



The creative side of the curriculum is covered by subjects such as **Art, Drama and Music**. All pupils in Key Stage 2 learn to play a brass instrument with a peripatetic teacher; they have the opportunity to play in the Micklefield Junior Band mid-week during the Spring and Summer terms and to play with other schools. Brass lessons can be continued at the local high schools where pupils may have the opportunity to join a band and travel abroad. The Micklefield Children's Choir sings at events in school, at church services and other external venues, including the Leeds Town Hall Christmas Concert.



All children in Key Stage 2 are taught **French or Spanish**; they have already been introduced to languages informally in the Early Years and Key Stage 1.

Physical Education enables children to develop agility and physical co-ordination so that they

build stamina and gain confidence through physical activity. Swimming lessons are given at Kippax baths for children in Key Stage 2.



The teaching of **Religious Education** is compulsory, and important to us as a church school. We follow the Leeds Agreed Syllabus, alongside the York Diocese Syllabus, using an engaging and stimulating scheme of work, Understanding Christianity. This is carefully planned to fit with our work throughout the year.

Although we are committed to Christian beliefs and practice, we strive to inform about, and empathise with, all faiths in our world, particularly those represented in school. We promote tolerance, respect and democracy through our teaching of Christian values. All children throughout the school take part in daily Collective Worship, whether in class or as a whole school. Every Thursday we have our own school service, led by the local priest Father David Hayes. We attend St. Mary's Church regularly for our school services at times such as Harvest, Remembrance, Christingle, Easter and also for our Leavers' Service. We have a Quiet Zone in school for reflection and prayer, with a Church Board for photos of assemblies and special services. The Prayer Space is for use by staff and children and a Values Board encourages us to put our Christian Values into action wherever we can in our class, our school and our village, doing what we can to extend this throughout the wider world.

We were judged as a good church school in our SIAMS inspection in March 2016. The inspection report states that:

Within this school an ethos of aspiration and seeking continuous improvement is evident in policies, planning and practice, and in discussion with members of the community. The Christian values of compassion, forgiveness, trust, service and Christian love are at the very centre of the school's work.



Our SEAL and Christian Values board showing examples of 'Relationships' and 'Compassion' in action.

The SEAL theme for Summer 1 was 'Relationships'. We were on the lookout for people who:

- Do something to make things fairer
- Show how pleased they are for someone else
- Make things better by saying sorry
- Help someone by listening to their feelings



Our Prayer Space for use by staff and pupils.

After consultation with the Headteacher, parents may request that their child does not take part in worship and RE, if there are **strong** reasons for them to be withdrawn.

Children also learn about **PSHE (Personal, Social and Health Education)** looking at lifestyles and how we can help each other to live together peacefully and healthily in a fair world. We follow the Leeds PSHE scheme and invite visitors into school, such as RNLI; the Community Police Officers; Network Rail; drug awareness team; the Fire Service etc. We have a SEAL focus each half term (**Social and Emotional Aspects of Learning**). Each week, all the children and adults in school can nominate someone who has been spotted achieving one of the half-term's four targets to receive a SEAL certificate in Friday's Celebration Assembly. All children have the opportunity to discuss school issues in Class Councils. Each year group has a representative on the School Council. The School Council at Micklefield is made up of one representative from each year group from Year 1 to Year 6, and meets regularly to discuss issues such as improving playtimes and fundraising for charity. The School Council has also been involved in bigger decisions such as choosing a new uniform, interviewing prospective new staff and designing classroom reward systems.

Nurture Groups

Everyone in the school community, from Year 1 to Year 6 belongs to one of our Nurture Groups: Lotherton, Parlington, Peckfield, Huddleston, Gascoigne or Newthorpe. On one afternoon each week the Nurture Groups spend time on activities and discussions designed to develop their skills in the 5 Rs: Resilience, Resourcefulness, Risk-taking, Relationships and Reflection. We believe strongly that the development of these skills will build confidence and equip our children for the challenges they will face in the future, as well as breaking down any barriers to learning they may experience. We track the children's progress in these skills and the Nurture Group leaders plan activities specifically to match pupils' next steps.

Inclusion and Special Needs

We are a fully inclusive school where every child and every adult really does matter.

In every class, the needs of all children are carefully considered and, whenever possible, children with special educational needs are catered for within the organisation of each class. The school has a high number of support staff, who assist children in the classroom. Close liaison between them, the class teacher, the parents and the children themselves is considered essential if all the children are to be fully extended and encouraged in their development.

Differentiation within curriculum planning usually addresses the range of ability within the class, but occasionally a particular child's needs, either generally throughout their work or in a specific area, may be outside this spectrum. If a teacher has concerns about a child's progress in curriculum work; physical, social or emotional problems or difficulties with behaviour; these will be discussed with the parents and a summary of concerns will be noted by the Special Needs Co-ordinator, Mrs. Loring. The action being taken to address the area of need will also be noted. Progress will be reviewed and hopefully the problem will be resolved. This process is known as "School Action".

If the difficulties persist, the school has access to a range of professionals, who will come to school to advise staff, observe children working and assist with the drawing-up of Individual Education Plans (IEPs), to structure the child's learning. These advisors include: Educational Psychologists; Speech, Language and Communication Therapists; teachers specialising in Specific Learning Difficulties (including dyslexia) as well as specialist teachers of the hearing-impaired and physically disabled children. When advice is sought from outside the school, it is known as "School Action Plus".

A few children will require even further support and their difficulties may require extra funding to be sought by school, which is aimed at enhancing the resourcing and/or staffing at the school or through the more lengthy process of acquiring a Statement of Special Educational Needs, which addresses the needs of the specific child.

Any child whose individual needs are being recorded, will be entered on to the school's Special Needs Register and parents will be kept informed about any actions being taken. When difficulties are resolved, children are taken off the Register.

Equal Opportunities

Every child is treated fairly and with respect. Children are given equal opportunities in all tasks and activities regardless of sex, religion, race and ability. The school meets all the requirements of the Disability Discrimination Act.

Sex and Relationships Education

SRE is taught as part of the school's Health Education programme. At all times, due regard is paid to moral considerations and the values of family life. Parents will be fully informed and involved in meetings regarding the introduction of the formal SRE programme, which take place in Years 5 and 6. Parents have the right to withdraw their children from the course but must notify the school by letter of their reasons.

Playtimes

At playtimes, pupils may use the trim trail, climbing wall and the activities marked out on the playground. Also, playtime monitors set out equipment in zones e.g. tennis, badminton, chalkboards, Lego, skipping, so that children can choose to be involved in the level of activity they prefer. In good weather, the children play on our large school field.



If the weather is unsuitable for outdoor activities in the classrooms and the younger children to play together in

The Daily Mile

All children from Reception to Year 6, This may take the form of jogging 7 laps running in the hall. Staff and parents are as we stimulate our brains and improve

Other Activities

Children have the opportunity to take indoor and outdoor class activities, which curriculum. In addition, a range of extra-available to children at different times vary from year to year.



play, class teachers the playtime monitors help the classroom.

take part in the Daily Mile. of the school field, or relay also encouraged to join us our health and wellbeing.

part in a wide range of enhance the taught curricular activities are through the year, these

Micklefield Brass Band is open to pupils above beginner level and anyone in the community. It meets weekly on Wednesdays from 5pm – 6pm in the Spring and Summer terms. Please contact school to check when it is running and come and support the children if you can!

We run a Breakfast Club in school every morning from 8.15 to 8.45 am, where children can choose from a variety of healthy options for the cost of only £1 per day.

Summary Statistics for 2016 – 17

Total number of pupils on roll (not including nursery): 105
Average attendance: 93%

Summary of Standardised Attainment Tests: 2016

Key Stage 2 % at each stage Number of pupils 7		
(-1 SEN pupil)	Below	Expected +
Reading	29% (2) 17% (1)	71% (5) 83% (5)
Writing	86% (6) 83% (5)	14% (1) 17% (1)
SPAG	29% (2) 17% (1)	71% (5) 83% (5)
Maths	57% (4) 50% (3)	43% (3) 50% (3)

Key Stage 1 % at each stage Number of pupils (21)		
	Below	Expected +
Reading	43% (9)	57% (12)
Writing	76% (16)	24% (5)
Maths	48% (10)	52% (11)

Year 1 phonics Number of pupils (13)		
	Below	Expected
	84.6% (11)	15.4% (2)

Foundation Stage pupils reaching the expected Good Level of Development:

	School	National
All pupils 13	38.5% (5)	70.7%
Disadvantaged pupils 4	15% (2)	tbc%

Progress:

Progress from Key Stage 1 to Key Stage 2 2017		
% expected or better progress Number of pupils (7)	2016	2017
Reading -5	-6.2	-2.1
Writing -7	-14.4	-11.0
Maths -5	-1.9	-3.9
Year 6 expected or better progress in 2016 - 17		
Reading	86% (6)	
Writing	100% (7)	
Maths	86%(6)	

In a nutshell: the majority of pupils are below age-related expectations at the start of their time with us. By Year 6 the majority of pupils who have been with us throughout their time at primary school achieve the expected standard or better because they make good or better than expected progress through school.

4. Home and School

Homework

Homework encourages children to continue their learning outside of the classroom and enables home and school to work closer together to make learning an enjoyable adventure for each child. Tasks such as

reading; spellings; computer times tables challenges; 'finding out' exercises and finishing off work which was begun in the classroom are all included. As children move up through the school, more homework is given. Family involvement in Topic Detectives work each half-term is encouraged. Participation is rewarded in assembly with a prize from our bronze, silver or gold rewards bags and an extra playtime!

Parental Involvement

The school encourages parents to come into school and to become involved in their children's education. It is hoped a partnership will develop between home and school for the good of our children.

During the year, two consultations are arranged for discussion with your child's class teacher and to give you the opportunity to look at some of his / her work. In addition to this, teachers will discuss your child's end of year report if you wish to do so.

Parents are welcome to work alongside children in a number of ways: reading or number activities, assisting in art and craft, baking, and helping on school visits. Classes hold Sharing Assemblies and Parents' Open Mornings each term, when parents are encouraged to come along.



All class teachers send home a class newsletter each half term, informing parents and carers of the curriculum coverage and special events; school newsletters are sent home on a regular basis.



We encourage effective communication between school and home; children from years F2 to Year 6 have a reading diary for teachers and parents to comment in.

Behaviour

Within the classroom, the establishment of a sound caring relationship between teacher and child is the prime consideration and this ensures a minimum of discipline problems. We aim to develop in the children:

forgiveness *compassion* *service* *trust* *peace* *thankfulness*

We encourage our children to show

- attitudes of kindness, courtesy and self-discipline
- Respect for each other and adults within school and the community
- Respect for each other's work and property

We have only five school 'golden rules', agreed by the children:

A Home-School Agreement is sent home

informing parents and children of acceptable behaviour and the school's code of conduct regarding discipline. All parents and children, the Chair of Governors and the Headteacher sign an individual agreement each September. This contract helps improve behaviour both in and out of the classroom and encourages home and school to work together for benefit of every child.

Our Golden Rules

We use our quiet voices everywhere in school.

We keep our hands and feet to ourselves.

We say things to make people feel good.

We are kind and we share.

We take care of our school.

The school pursues a policy of positive behaviour. From Year 1 to Year 6, children belong to a school House/Nurture Group, as does each member of the school staff. The children are encouraged in the development of self-discipline rather than the reliance upon enforced discipline. There are rewards and class targets to encourage good behaviour. If children experience difficulty with self control, we operate a whole school system where sanctions range from a gentle reminder, 5 minutes away from the rest of the class to involving the Headteacher as a final sanction. If a child does not respond to this support, parents are invited to meet the class teacher at school to discuss the behaviour of their children and ways in which to support them.

Pastoral Care

Each class teacher is responsible for noting anything untoward in a child's behaviour or attitude, e.g. being noticeably upset over anything, apparent difficulty in speech, seeing or hearing, suspected onset of illness or any change from the normal. This is then reported to the Headteacher who will take necessary action.

The Headteacher, Children's Centre Family Outreach Workers and Extended Services Family Outreach Workers support children and their families by making themselves available as much as possible. We work with children and parents who are in need of a little extra support – or those who just need someone to chat to about various issues.

There is a Children's Centre satellite alongside the school building. Please ask at the office for details of the parent/baby/toddler sessions currently being offered.

In cases of illness at school, every effort is made to contact the parents, and a list of addresses and telephone numbers is maintained for use in emergency. When it is impossible to contact anyone, the child is kept at school until a parent is located. **Please inform the School Office if there is a change of details regarding home or work circumstances.**

In the case of an accident, the Headteacher assesses the injury and, if beyond treatment at school, efforts are made to contact the parent. If this is not possible, the Headteacher assumes full responsibility and contacts the child's own doctor, taking the necessary action until the parent or some responsible relative is located. If the injury is serious, an ambulance is called and the parent contacted as soon as possible.

If your child is absent from school, please notify the school by telephone on the first day of absence and by letter giving reason for the absence on returning to school. Following guidance from the Health Protection Agency, we have a 48 hour policy in place if your child has had sickness or diarrhoea.

Child Protection

The school recognises the important role that the whole community plays in promoting the health, safety and well-being of all children. In view of the school's special relationship with children and families, staff members need to be particularly alert to any signs of possible abuse or neglect and have a legal duty to pass on concerns to a Designated Teacher for Child Protection. These concerns must be passed on to the Social Services Department by the school. The school does not have any role to play in the investigation of child protection issues but must co-operate with any agencies in investigating or monitoring as necessary.

Holidays in Term Time

Parents **should not** arrange to take holidays during the school term. The Headteacher can only authorise pupil absence in **exceptional** circumstances and only then if evidence is provided. A penalty fine may be issued if a pupil's absence is unauthorised.

5. School Arrangements

Medicines

Members of staff are not permitted to administer medicines to children at school. However, it may be that medicines or inhalers are required in school and these must be clearly labelled and kept in classrooms. Children should, as far as possible, be able to administer the medication themselves. If this is necessary, parents are requested to fill out a medication form at the school office.

Medicines such as antibiotics can usually be given outside school time. If this is not possible, parents may be asked to come and administer the medicine.

Medicines that have not been prescribed by a doctor should not be brought to school at all.

It is important that parents keep the School Office informed of relevant medical information regarding their children.

All staff who administer First Aid hold a certificate.

School Clothing

School uniform is as follows:

- Grey/black trousers/skirt,
- white or royal blue polo shirt
- blue checked or striped school dress
- **(Only Year 6 pupils may wear a red checked or striped dress)**
- royal blue jumper/cardigan.
- **Only Year 6 pupils may wear a red shirt/sweatshirt/cardigan**



Clothing should be sensible, comfortable and, especially for young children, easy to change for PE. All children in their last year at school are allowed to wear a special Year 6 red sweatshirt etc. Information on the purchase of these items of clothing can be obtained from either the shop on Garforth Main Street or at Better and Bright, in Castleford market.

For PE, children need navy blue shorts and a white t-shirt. **PE kit should be in school every day.** All children also need warm, comfortable clothes for their outdoor games lessons e.g. a tracksuit and appropriate footwear. When playing football, children require appropriate footwear and shin pads.

Please ensure that **all** clothing is marked with your child's name. This applies especially to jumpers, sweatshirts, coats, gloves, shoes, wellies and P.E. clothing.

Jewellery is not allowed, both from the point of view of safety and for the ease with which it can be lost. Bracelets and necklaces should not be worn on health and safety grounds. Stud earrings or small sleepers are the only earrings which can be used for pierced ears. Following guidance from visiting sports and gymnastics coaches, these will be covered with Medipore tape during P.E. lessons. The Governing Body accepts no responsibility for any injury which may result from the wearing of earrings or for any items of jewellery which may be lost or damaged in school.

School Meals

Our meals are cooked on the premises by Ms Heptonstall and her team. A healthy choice is always provided from Leeds Catering Services' menus. Dinner money for the week should be sent with your child each Monday in a sealed, named envelope. This can be a cheque made out to Leeds City Council or the correct amount in cash. The cost* of a school meal is:



- Foundation 2 – Year 2 FREE
- £2 (Years 3 and 4) £10 p.w.
- £2.20 (Years 5 and 6) £11 p.w.
- £3 adult

* Children may qualify for a free school meal. **Please** do not hesitate to ask at the school office if you feel that your child qualifies; this can also benefit school. Forms for free school meals are available at the Local Area Office in Garforth.

Children may also bring a packed lunch in a named container, **no sweets or chocolate please**, or have lunch at home. Cold, non-fizzy, drinks (juice is allowed at lunchtime, **water only** during the rest of the day) may be brought in a flask or cardboard container. Special themed lunches are offered each term and are available to all children.

If your child wishes to change from, or to, a cooked school lunch, we request that you inform the school one week in advance, to enable food orders to be adjusted.

The information given in this booklet is valid at the present time. There may be changes to the arrangements generally described in this booklet in the future

