All Saints CE Aided Primary School
Kirkby Overblow

School Prospectus 2017/18
Dear Parents,

Welcome to All Saints C.E. School, Kirkby Overblow - a nurturing, caring, inspiring place - with a strong commitment to the personal development of each pupil in the school. An integral part of the local community and parish, Christian values are at the heart of all we do. All Saints is a happy, busy, fun and friendly place and we are very proud of our excellent facilities in lovely surroundings.

Head Teacher, Mrs Newport leads an excellent team of staff, who all work very hard to ensure children receive a safe, healthy and balanced education in a strong family atmosphere. No schools are better than the teachers that work in them, and there is a clear and sharp focus on the constant quest to raise the standards of teaching and learning.

Underpinned by an ethos of Christian love and care, wholeness of the learning experience is paramount. Every child is valued and we are always looking at ways of making education relevant to each individual pupil. We pride ourselves on achieving the best possible outcomes for a broad range of abilities. Expectations are high, as we aim to ensure that all children leave All Saints with a genuine sense of creativity and confidence. However, the children progress at a pace that is appropriate to them and develop 'a love of learning because their teachers are kind, helpful and patient'. Pupils' personal development is 'outstanding' as we seek to create the right conditions for young people to grow. There is strong, supportive provision for those with learning difficulties as well as for the gifted and talented.

Many parents and friends of the school contribute greatly to the strong sense of community. We have a vibrant, enthusiastic and highly effective PTA which continues to provide significant support to on-going improvements at the school.

As you look through the prospectus I hope it gives you some idea of the quality and breadth of education offered. We look forward to meeting all parents and children so they can see for themselves what we believe makes All Saints a special place.

Yours sincerely,

Ann Wright & Mary Walker
Co-chairs of the Governing Body
Introduction

All Saints School is an integral part of the local community and parish, where Christian values and beliefs are at the centre of all that we do. We provide the children in our care with an inspiring and caring environment where all children can develop the skills needed for their future as a member of the wider community. Spiritual, Moral, Social and cultural development underpins all that we do to support a child’s academic achievements.

We are proud of the strong relationship between children, staff and parents and we believe this is the key to the success of our school. Every child is treated as an individual and encouraged to show respect for others.
**AIMS of the School**

The aims of our school are:-

- To provide a welcoming and caring environment.
- To ensure all that we do reflect our Christian values through a commitment to Gospel Teachings.
- To nurture independent, confident children with enquiring minds.
- To deliver a high quality and creative curriculum.
- To achieve in all areas of the curriculum.
- To develop a life long love of learning.
- To expect good behaviour and mutual respect.
- To take responsibility in school and the wider community.

**Mission Statement**

At All Saints we flourish and achieve as a child of God.
Our School Staff
Mrs Sarah Taylor – Head Teacher

Teaching Staff:
Mrs Sarah Honey
Miss Rebecca Allan
Miss Holly Cromack
Mrs Alvina Gibb
Mrs Rachael Pilgrim

Mrs Nicola Crossling – Teaching Assistant
Miss Lauren Richards-Smith – Teaching Assistant
Mrs Elaine Grainger – Teaching Assistant
Mrs Amanda Richards-Smith – Teaching Assistant
Mrs Marcelle Goldberg – Teaching Assistant
Mrs Kirsty Gale – Teaching Assistant
Mrs Alison Littlejohns – Teaching Assistant

School Business Manager: Miss Mary Boyd
Before/After School Club Leaders: Mrs Janet Wardle, Miss Jo Bulmer

Cook: Mrs Carol Creighton
Caretaker: Mr Peter Brogden

Class Organisation
Mars Class: Reception
Saturn Class: Years 1 & 2
Jupiter Class: Years 3 & 4
Sun Class: Years 5 & 6

SCHOOL ADDRESS
All Saints C.E. Primary School
Main Street
Kirkby Overblow
Harrogate
North Yorkshire
HG3 1HD

Tel/Fax: 01423 872491
E-mail Address: admin@kirkbyoverblow.n-yorks.sch.uk
Web Site: www.kirkbyoverblow.n-yorks.sch.uk
The school's last OFSTED Inspection took place in September 2017. If you would like to see the full report, one is available in school and on our school website. Also, you can download it from www.ofsted.gov.uk following the links on the website. The school was judged as good overall, with many features of achievement and teaching and learning towards outstanding.

The school's last SIAMS (Statutory Inspection of Anglican and Methodist Schools) Inspection took place in March 2018. As an Aided School we have to have a SIAMS Inspection as well as an OFSTED Inspection. This covers Collective Worship, R.E. and the ethos of the school. A copy of the inspector’s report is included in the Appendix. In March 2018, the school was judged as an outstanding church school.

The School holds many statuses/awards including

- Healthy School Status
- Arts Council Artsmark Gold Award
- School Games Silver Award
- Eco Schools Silver Award
- Green Tree Award
- Member of Harrogate and Rural Teaching School Alliance
Admissions

Children start in the reception class in the academic year in which they are five. Our usual maximum limit for admission to the reception group is 15. As a voluntary aided Church of England School, the Governors are responsible for admissions. To apply for a place at school parents need to fill in a preference form which is available to fill in online at www.northyorks.gov.uk/primaryadmissions

A supplementary form from the school is also required to be completed by parents.

In the half term prior to admission, arrangements are made for children to spend time in Mars to familiarise themselves with the school. A new starters Parents Evening will be held for parents of children joining Foundation stage. This will provide information about the class and the school and give opportunities to parents to ask questions.

A copy of the School Admission policy is included in the Appendix.

The School Day

Our school hours for all children are:-

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
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<tbody>
<tr>
<td>Morning Session</td>
<td>9.00 a.m. - 12.00 noon</td>
</tr>
<tr>
<td>Lunch Time</td>
<td>12.00 - 1.00 p.m.</td>
</tr>
<tr>
<td>Afternoon Session</td>
<td>1.00 p.m. - 3.30 p.m.</td>
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</table>

The teaching staff are responsible for children from 8.50 a.m. and registration will start at 8.55 a.m. We encourage children to come into the classroom independently. If your child has to leave before the close of school for any reason, we ask you to collect him/her from the classroom for the safety of the child. For the same reason, we ask you to let us know if your child is to be collected by anyone we do not know.

The total time spent on teaching during a normal school week amounts to 23.5 hours.

School Closure

In the event of the school being unable to open, due to severe weather conditions, a message to parents regarding closure will be sent by text and relayed on Radio York (104.3 FM) and Stray FM (97.2) as early as possible.
**Teaching and Learning**

At All Saints, we believe that all children are entitled to high quality and teaching learning experiences so that they can flourish and achieve to the highest standard. We aim to

- Encourage children to become independent and creative thinkers so that they become confident to share their ideas, thoughts and questions
- Develop a child’s spiritual, moral, social and cultural development so that they can fully understand their role within a modern Britain.
- Make learning fun, meaningful and challenging for all children, including those with special educational needs.
- Develop a range of teaching methods giving children opportunities to work independently, as a class and part of a group.
- Have high expectations of all children by matching work appropriately.
- Have a broad and balanced curriculum with opportunities to develop knowledge and skills across a range of subjects and make appropriate links.
- Support children to take responsibility in their learning, take on board feedback from the teacher and work on their next steps and targets.
- Help to make all children feel special as a child of God, a member of the school community and develop their self-esteem to see a purpose in the world.

**The Curriculum**

**Foundation Stage**

Children in their first year of primary school follow the Early Years Foundation Stage. The curriculum is divided into seven areas of learning, although we recognise that, in practice, many of these areas overlap. The three prime areas are

- Communication and language
- Physical development
- Personal, Social and Emotional Development

Schools must also support children in four specific areas of

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

Children in the Reception year of school are taught in small group activities, through structured play activities and some short bursts of whole class activities.

**Key Stage 1 and 2**

In September 2014, All Saints introduced the new primary curriculum. Some subjects are taught discretely, whilst others are planned and delivered in a cross-curricular thematic approach where appropriate links can be made.
Our curriculum threads SMSC (Spiritual, Moral, Social and Cultural) development across the whole curriculum and underpins our Christian ethos. This ensures all children are fully equipped for their future life in modern Britain. RE, Collective worship and PSHE support this development and actively engages children with opportunities to consider their role in the wider community and on a national and an international scale.

**English**

English consists of reading (word reading and comprehension), writing (spelling and handwriting and composition), grammar and punctuation and speaking and listening. In Early Years and Key Stage 1 phonics is also taught on a daily basis.

Phonics is taught in small groups across Early Years and KS1 in a lively, fun, engaging and challenging way. The focus is on hearing sounds, blending and segmenting sounds to aid reading and writing. This synthetic phonics approach is supported by the 'Letters and Sounds' programme and is planned to meet the needs and abilities of all children.

English lessons are generally taught on a daily basis, but is also threaded through other subjects to encourage consolidation and transferring of skills.

**Maths**

In mathematics we encourage children to become fluent in the fundamentals of maths, reason mathematically and solve problems. Maths is made up of the following areas:

- Number and place value
- Number operations (addition, subtraction, multiplication and division)
- Fractions, decimals, percentages, ration and proportion, algebra
- Measurement
- Geometry – properties of shape, position and direction
- Statistics

Mathematics is taught daily and where appropriate within other subjects so that links can be made to consolidate learning and transfer skills.

**Science**

Building on from Early Years work on understanding the world, we aim to support children to develop their scientific knowledge and conceptual understanding in the different elements of Science and to equip them with enquiry based skills to investigate, compare, classify and research concepts. This is achieved through work on plants, animals (including humans), everyday materials, seasonal changes, rocks, light, forces and magnets, electricity; all under-pinned by working scientifically.
Computing

Computing education focuses on the principles of information and computation, digital systems and programming. Computing skills are also used to enhance other areas of the curriculum.

Geography and History (Humanities)

We aim to develop a child’s geographical and historical understanding through engaging and meaningful topics.

In Geography, children will gain an understanding of different locations (locally, nationally and internationally) as well as investigating human and physical geography.

In History, children will gain an understanding of Britain’s past and the wider world. It should inspire children to know more about the past. In Key stage 1, children are taught to consider changes within living memory, events beyond living memory and lives of significant individuals in the past. In Key Stage 2, children develop their sense and understanding of chronology through local, British and world history.

Physical Education

In PE, class teachers individually or alongside specialist coaches plan a broad curriculum to ensure competence in physical activities, encourage children to engage in competitive sports and competitions and to lead a healthy and active lifestyle. This is taught through a series of activities based on gymnastics, multi-skills, dance, competitive games (e.g. hockey, football, tag-rugby, tennis, rounders, cricket), athletics, outdoor and adventurous activities and swimming (year 2/3).

Art and Design

Art and Design work encourages children to be creative, inspired and challenged as well as to think critically. Children are taught to use a range of materials to draw, paint and sculpt whilst developing techniques in using colour, texture and pattern. Art and Design is taught in a cross-curricular way and often focuses on works of famous artists as an inspiration.

Design and Technology

Encourages children to develop their practical skills whilst being creative and productive. Design and Technology work will focus on designing products, making products and evaluating them. They will also learn fundamental skills of cooking, nutrition and hygiene.

Music

Music is taught throughout the school developing a child’s critical engagement with music through composition, performance and the understanding of pitch, duration, tempo, duration, texture, structure and notation.
**RE**

As a Church of England (Voluntary Aided School) the Diocesan Agreed Syllabus is followed. Work in RE is centred around the Christian faith with Key stage 1 children also studying Islam and Key stage 2 children studying Islam and Judaism in addition to Christianity. RE is taught weekly as a discrete subject with a balance between learning about a religion and learning from a religion. Thinking skills are a key strategy used to develop a child’s enquiry based thinking and questioning skills.

**Personal, Social and Health Education**

PSHE is taught across the school through circle time, PSHE lessons and as part of the wider school curriculum. We believe that with a supportive and considerate environment, children are able to discuss issues relating to relationships, health and well-being and being a member of the wider world. We strongly feel that we need to equip children with a good level of empathy, understanding and key skills to become a full member of society.

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**Collective Worship**

Collective worship has a special place in the whole curriculum of our school. It is conducted in accordance with the principles and practice of the Church of England, this has been the tradition in our school since its Foundation. We aim to enable children to be open to love, to life, to commitment and vision.

A time of worship takes place each day and the Rector or a member of the parish leads a weekly act of worship. The whole school attends a Eucharist Service at All Saints Church, or in school, once each half term. There is a strong link between the Church and the school. The children participate in monthly Family Services, Harvest Thanksgiving, Christmas Carol Service, Christingle Service, Mothering Sunday Service and others.

Parents have the right to withdraw their children from Religious Education and collective worship, but governors expect that in choosing a Church school parents will support their children in taking a full part in the religious activities of the school, including Religious Education and the daily act of worship. If children were withdrawn, they would work with a different group for that session.
Special Educational Needs

Our school actively supports and promotes equal opportunities for all children, regardless of disability, race, gender or background. We aim to meet the needs of all our children in school and for every child to achieve their full potential.

Parents will be informed and consulted whenever there are concerns about children’s academic or personal progress. In the same way, if parents have any concerns about the development of their child in school we will be grateful to be advised.

Within the school we continually monitor all children (particularly on admittance). Children who have been assessed as having particular academic problems will generally have their needs met in school through individual programmes of work. The Pupil Support Services are consulted when necessary, either on a formal or informal basis. The School Special Needs Policy is available in school.

We also provide additional learning opportunities for children who have been identified as gifted and talented in a particular subject or area.

Sex Education

For children in Years Reception – Y4 there is no formal programme of sex education. Children gain knowledge naturally through the teaching of natural science and the keeping of pets. If questions arise they are answered truthfully in terms that can be understood by the children concerned.

Year 6 children receive a puberty talk with an opportunity to talk and ask questions.

We view sex education as part of the whole process of education, not an isolated item. Much of the work is covered incidentally, but during Health Education projects we make use of appropriate professionals such as doctors, health visitors and school nurses.

Parents may request that their child is withdrawn from sex education.

 Discipline

Our care of the children at All Saints School is characterised by kindness, respect and understanding of their needs. We encourage the development of self-discipline and teach that courtesy, good manners and respect for others are good qualities to have.

Copies of our policies on Behaviour Management and Bullying are available in school.
**Homework**

Our school seeks to foster a ‘Learning Partnership’ between pupils, teachers and parents. This learning partnership can grow whilst developing numeracy and literacy skills at home, and by all the family becoming involved in school projects.

All pupils will bring home a reading book, please support them with their reading at home. Children will also be asked to learn selected spellings, multiplication tables and number facts on a regular basis and we would appreciate your support with this area. All pupils from year 1 to 6 take home a weekly learning log in which they complete a range of tasks relating to their studies in school.

Homework helps to:-

- Consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- Exploit resources at home for learning of all kinds.
- Extend school learning, for example, through additional reading.
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

A full copy of our Homework Policy is available from school.

**Transfer to Secondary Education**

At the end of Year 6 children generally transfer to a secondary school in Harrogate, many in the past have transferred to St Aidans C.E. High School. Parents and children have the opportunity to visit all the Harrogate Secondary Schools in the Autumn Term prior to their transfer.

The Head of Year 7 from the secondary schools visits the children at Kirkby Overblow and the children spend a day at their new school in the Summer Term.

**Before and After School Care**

Our before/after school club, Kirkby Acorns, runs from 7.30-8.50am in the mornings and 3.30-6pm in the evenings. The club is run by experienced and qualified staff and children have the opportunity to take part in a range of crafts, games and activities.

**Price list**

- Breakfast Club with Breakfast £6.00
- Breakfast Club without Breakfast £5.50
- Afterschool Club until 5pm £7.50
- Afterschool Club until 6pm £9.50

We serve a healthy breakfast with choices of cereals, toast, croissants, fresh fruit, yoghurts, fresh juice and milk and choice of healthy spreads and jams. We also provide a healthy snack at our afterschool club.
**Educational Visits**

**Aims**
Throughout the year all children will be given the opportunity to take part in educational visits. The visits may be organised in connection with their school studies or to enhance personal and social education.

**Safety**
At all times the safety and well-being of the children is carefully considered. The Local Authority Educational Visit Guidelines for Health & Safety are followed. Parents are frequently invited to accompany visits at no cost in exchange for help with supervision, under the guidance of the teaching staff. The children are transported in coaches fitted with seat belts or in cars with the permission of parents.

**Charging Policy**
The governors have adopted the current Local Authority Code of Practice & Guidelines on charging for visits.

In the case of each visit we mainly rely on voluntary contributions to enable activities to take place. All payments by parents for school visits and activities are voluntary (under the terms of the 1988 Education Reform Act). The voluntary contribution will not be greater than the cost of the provision of the activity but may be less, at the discretion of the head teacher. The voluntary contribution will not take account of those who are unable to pay. No child can be excluded from taking part if no contribution is made, (unless that visit is optional and takes place wholly or mainly outside school hours). However, if insufficient funds are received it may be necessary to cancel the activity. If there are any problems regarding payment, parents and carers can contact the Head Teacher. There is a Pupil Support Fund, and applications for financial assistance can be made in writing to the Pupil Support Committee in confidence.

**Residential Visits**
The Y5&6 children have the opportunity to take part in two residential visits to places of interest – Holy Island, Ford Castle and North Yorkshire’s Outdoor Education Centre at Bewerley Park.
School Uniform

We feel that children should be sensibly and appropriately dressed for school. Children should wear a suitable combination from the list below;

- Green school sweatshirt/cardigan
- White/navy polo shirt
- Grey trousers or shorts
- Grey skirt/pinafore
- Optional for summer – green checked dress

Shoes should be worn in school and not trainers. Trainers can be brought into school for use at playtimes.

In addition children should have:

- Black pumps
- White T-shirt in a named drawstring bag
- Navy shorts
- House T Shirt

Jogging Trousers for outdoor PE in winter months.
Sunhat for summer months

- Swimwear
- Towel Y2 & Y3
- Waterproof bag

A school book bag

All the above items should be clearly marked with the child’s name.

The following school branded items are available from Emblazon, Tower Street, Harrogate –

- Sweatshirts/Cardigans
- Hooded Sweatshirts
- Polo shirts - white/navy
- House T- Shirts
- School Book Bags
- P.E./Swimming Bags
- Knitted Ski Hats
- Cotton Baseball Caps
- Waterproof Jackets
- Sports Hoodies
**School Meals**

Our delicious meals are cooked on site. We provide a choice of meals including a hot meal, sandwiches or jacket potato. Payment for school lunches should be made via Parentpay [www.parentpay.com](http://www.parentpay.com) or by cheque made payable to ‘All Saints Kirkby Overblow Budget Account’. Parents who think they may be entitled to free school meals should contact the Area Education Office, Ainsty Road, Harrogate, HG1 4XU (Tel: 01423 700100) for further information.

Children may also bring a packed lunch from home. Supervision is provided throughout the lunch-time period by three Supervisory Assistants. All drinks brought to school should be in a carton or plastic container. All children have a water bottle and have access to chilled drinking water throughout the day.

To promote healthy eating, the school runs a Healthy Snack Bar every morning at break time. We sell fruit and fruit juice. Children may bring fruit from home for morning break. Sweets or crisps are not allowed at any time. All Key Stage 1 children have a free piece of fruit or vegetable every afternoon as part of the government’s School Fruit and Vegetable Scheme.

**Absence**

If your child is absent from school because of illness, please inform school of the reason by telephone or email before 9.30 a.m.

School is not able to authorise family holidays in term time and ask parents to refrain from booking holidays outside school holidays. Routine medical appointments should also be made out of school hours. Any unexplained absence or absence for holidays will be recorded as an unauthorised absence. If a child has more than 5 school days (10 sessions) recorded as unauthorised, the school must inform the education social welfare officer and a fine will be issued. A penalty notice of £60 is payable within the first 21 days and rises to £120 thereafter.

**Medical Information**

Children who arrive at school feeling ill or suffering from a heavy cold will be unable to cope properly with their school work. They may spread infection and have to be taken home in school hours. When children have had diarrhoea and/or vomiting we advise that they are kept at home until they have been free of symptoms for forty-eight hours.

Children who are unwell at school will be kept under close observation. If, in our opinion, your child should need to go home, we will make every effort to contact you. To assist in this, a simple form is completed when each child starts school.

Changes of address, telephone number, employment or places of work must be reported to the school immediately.
The administering of medicine is the responsibility of parents, not the school. When it is essential that a child takes medicine during school hours parents must complete an Authorisation for the Administration of Medication Form, with written instructions as to the dosage and frequency, plus the name of the prescribing doctor. Medicine may be administered at school for long-term illnesses (eg asthma).

In the case of accident or injury at school, first aid is administered by a member of staff. If there is any cause for concern parents will always be informed.

Staff trained in first aid are always on site. In addition staff working KS1 are trained in paediatric first aid.

**Child Protection**

All Saints School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including All Saints School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school’s child protection policy is available on request.

**Children in Care (Looked After Children)**

We are committed to providing quality education for all our pupils, based on equality of access, opportunity and outcomes. We aim for every child, whatever their background or their circumstances, to have the support they need in order to

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We embrace our duty to safeguard looked after children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential.

**Insurance**

The Governors have an Insurance Policy that covers pupils for accidents resulting in death or permanent disability when taking part in all school activities and visits. Details of this policy are available in school.

There is no insurance cover for personal property in school, whether lost or damaged. It would, therefore, be wise to make sure that expensive items which need to be brought to school are covered on home insurance policies. It will also be helpful if parents make sure that toys and games are not brought to school.
Parents and School

At All Saints School we recognise and value the considerable practical support given to our children in so many ways. We feel that it is very important that attitudes, values and expectations of home and school are in tune with each other. We all develop and learn at different rates but there is research evidence which stresses that children are more likely to do well if their parents support them. Parents are always welcome to come into school to discuss their child’s progress at any mutually convenient time. There are consultation evenings in the Autumn and Spring Term, and in the Summer Term a report will be sent home with an invitation for parents to attend a meeting to discuss progress if necessary.

If you have any worries, problems or concerns relating to your child please arrange to see the Teacher/Head Teacher as soon as possible. We would be pleased to understand and help resolve any child-related anxiety.

We are aware that children at our school have differing family units, we would welcome parents to share any anxieties or difficulties with us to enable us to support all our children.

We value and welcome parental help in school in a variety of ways - on visits, after school activities, in the classroom - cooking, sewing, reading - art and craft activities, making and repairing school resources. Please ask if you would like to offer your help. The main way to help your child at school is to let him/her see that you take a real interest in what he/she does at school and that you are keen for your child to achieve their best. Please praise progress and build up the self-confidence in his/her own ability.

Car Parking & Road Safety

Please could parents avoid using the drive as a turning, or parking area as this is a danger to both children and staff. Also please do not block drives of local residents. Parents must inform the Head Teacher if they wish their child to wait on the pavement to be collected after school. All children are told to return to the school building if their parents do not arrive by 3.45 p.m. The KS1 children remain in the classroom until they are collected.

Access to Information

Under the 'Freedom of Information Act 2000, schools are required to provide access to certain information on request. The classes of information that we undertake to make available are organised into the following broad topic areas –

Information published in this School Prospectus.
Governors’ Documents.
Pupils and Curriculum – Information about policies that relate to pupils and the school curriculum.
School Policies and other information related to the school – information about policies that relate to the school in general.

Copies of the full Publication Scheme and details about how to request the information are available from the school office or can be accessed on our website.
Complaints Procedure
If you have any problems or worries which concern your child and the school please let us know straight away and we will do our best to resolve them.

Should you, at any time, have cause to complain about the general conduct of the school please contact the Head Teacher. If she is unable to resolve the matter to your satisfaction, the complaint will be referred to the Board of Governors. Any serious complaint about a member of staff should be referred to the Head Teacher. Any serious complaint about the Head Teacher should be referred to the Chair of Governors.

A copy of the school’s Complaints Procedure may be requested from the school office.

Routine concerns should be expressed to the class teacher. It is important that school hears parents’ complaints, grumbles, worries and expression of views, otherwise, matters may remain unsettled and children's education and happiness may be at risk. Matters of immediate concern can usually be sorted out by a prompt telephone call or a visit to school.

Kirkby Overblow PTA
Parents are actively encouraged to be involved in the life and development of our school. A thriving PTA that is affiliated to the National Confederation of Parent Teacher Associations exists for three reasons.

1. A channel through which parents can become involved with the school.
2. To hold social events for the enjoyment of the community and village.
3. To raise funds for the school.

Over past years the parents have helped to buy a variety of much needed equipment that would not otherwise have been available to the children. They have also raised money to support transport costs for trips for all the children, and a substantial amount towards our recent building costs.

All parents are invited to attend the meetings that are usually held twice a term. Everyone is notified of forthcoming meetings and events and the minutes of the meetings are displayed in the notice board for those who are unable to attend.

GIFT AID SCHEME - Parents can also make a regular financial contribution to the school through a Gift Aid Scheme. Further information about this is available from the School Office.

Our greatest aim is that we should all work together as a team and that the education of your child is developed through a partnership between school and parents.

THIS IS YOUR SCHOOL – PLEASE FEEL PART OF IT.
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<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Foundation – Ripon &amp; Leeds Diocese: Co-Chair of Governors</td>
<td>Mrs Ann Wright</td>
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<tr>
<td>Foundation – Ripon &amp; Leeds Diocese: Co-Chair of Governors</td>
<td>Mrs Mary Walker</td>
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<tr>
<td>Foundation – Ripon &amp; Leeds Diocese:</td>
<td>Mr Simon Whiteley</td>
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<tr>
<td>Foundation – Ripon &amp; Leeds Diocese:</td>
<td>Mrs Ruth Wilkinson</td>
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<tr>
<td>Foundation – Ripon &amp; Leeds Diocese:</td>
<td>Mrs Milena Vjestica</td>
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<td>Parent Governors:</td>
<td>Mrs Julia Henry</td>
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<td>Mrs Jo Townend</td>
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<td>Staff Governor:</td>
<td>Mrs Sarah Taylor</td>
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<td>Staff Governor:</td>
<td>Mrs Leanne Jackson</td>
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<tr>
<td>Foundation – P.C.C. Ex Officio:</td>
<td>The Reverend Stuart Lewis</td>
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Appendix 1

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Saints Church of England Primary School, Kirkby Overblow

| Main Street, Kirkby Overblow, Harrogate HG3 1HD |

| Current SIAMS inspection grade | Outstanding |

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<tr>
<th>Diocese</th>
<th>Leeds</th>
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<tbody>
<tr>
<td>Previous SIAMS inspection grade</td>
<td>Outstanding</td>
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<tr>
<td>Local authority</td>
<td>North Yorkshire</td>
</tr>
<tr>
<td>Date of inspection</td>
<td>8 March 2018</td>
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<tr>
<td>Date of last inspection</td>
<td>17 May 2013</td>
</tr>
<tr>
<td>Type of school and unique reference number</td>
<td>Aided 121630</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Louise Newport</td>
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<td>Inspector's name and number</td>
<td>Malcolm Price 627</td>
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School context

All Saints Primary School is a smaller than average village school with 90 children currently on roll. The majority of children attend the school from beyond its catchment area. The school has relatively few children with additional needs although there are increasing numbers of vulnerable children, including some from adopted backgrounds. The headteacher was in post at the time of the previous inspection but is due to leave the school in the immediate future. The school is currently going through the process of academisation with links to a church school trust. The school benefits from a close relationship with All Saints Church.

The distinctiveness and effectiveness of All Saints Primary School as a Church of England school are outstanding

- The Christian character and inclusive ethos of the school are demonstrated in exemplary relationships and a strong focus on the shared values of love, forgiveness and compassion
- Collective worship and religious education (RE) both support this distinctiveness, offering opportunities for children to participate, engage and develop spiritually
- School leaders provide a nurturing environment based on Christian values, which is enabling children to thrive personally, enjoy school life, achieve well and make very good progress academically

Areas to improve

- Ensure that the distinctive Christian character of the school is preserved and continues to develop through the period of change to a new headteacher and through the forthcoming academisation process
- Maximise the benefits of RE to children through increasing their subject knowledge and through providing opportunities for them to experience places of worship of other faiths and to appreciate other expressions of Christianity
- Explore additional ways for members of the school community, including children, to be involved in evaluating the impact of collective worship on the spiritual life of the school
The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The distinctive Christian character of this school is evident in the way that all members of the school community speak of their shared values and in the positive way that they treat each other. The refined focus on three core values – love, forgiveness and compassion – more clearly represents the school’s strongly inclusive ethos and has enabled children to explore these values more deeply. For example, children show their understanding of compassion by quoting the story of the Good Samaritan and explaining that Jesus said ‘love your neighbour as yourself’. They can extend this understanding to their own actions in the way that they ‘fill each other’s buckets’ with positive comments and compliments, and also through their practical support for a school in Ethiopia. Children also have a well-developed appreciation of forgiveness based on their understanding that ‘Jesus forgave all our sins’. This helps them to express the need to ‘look at the good in others’. The values underpin and inform the school’s approach to inclusion, particularly in relation to supporting children with additional needs or with specific challenges, and this is demonstrated in the positive and accepting relationships that children have with each other. Parents rightly observe that the school feels like ‘one big family’. The Christian character results from the clear vision that school leaders have. For instance, governors say that ‘we try to bring church into school and school into church’. Children say that being part of a church school makes a difference in that ‘it helps us to be a better person’. This distinctiveness is represented in displays such as the school values tree with acorns representing children both at the school and those who have left. It is also shown in classroom areas and in the dragon’s garden where children can experience quiet and reflection. Prayer is a feature of each school day, for example through saying grace before lunch. Bibles are evident in classrooms and references to biblical passages are included in displays. In all these ways, the school is living up to its mission statement that each member of the school community should flourish and achieve as a child of God. This is equally demonstrated in children’s academic progress and attainment. Achievement is typically well above local and national averages in the core curriculum areas. Where there are occasional concerns, the school has responded by providing intervention programmes, such as Active Literacy, and additional input from both teachers and teaching assistants.

The impact of collective worship on the school community is outstanding

Collective worship, in a range of formats, is an important part of each school day, providing an opportunity for all members of the school community to reflect on their shared values. For example, the story of the Gentle Giant encouraged children to consider the importance of not judging people by outside appearances. Children were able to relate this story to their understanding of forgiveness by connecting it with Jesus’ encounter with Zacchaeus the tax collector. They were also able to link it to other parables that Jesus told, including those they have learnt about in RE, and to explain the mistake of ‘judging a book by its cover’. All acts of worship include an opportunity for children to reflect and to join in with prayers. They know the Lord’s Prayer and each act of worship ends with children saying and signing the Grace, led by one of the Year 6 ambassadors. This action in itself both represents and builds up the sense of community and togetherness. Children sing well and clearly enjoy this aspect of worship. The school has recently broadened the range of worship songs to include more modern as well as traditional worship songs. Children are encouraged to lead collective worship, particularly the sharing assemblies that are attended by parents. When they visit the parish church for major festivals, they choose the music, write prayers and make a significant contribution to leading the services. The ambassadors plan and lead worship each term based on themes from the Values for Life programme. As part of worship, children are encouraged to commend each other for kind and positive actions and this is represented by ‘filling their bucket’. This is an example of how the values underpinning collective worship are impacting positively on attitudes and relationships. Collective worship is well supported by clergy and members from All Saints Church. Children particularly enjoy the contribution of the Open the Book team. Monitoring and evaluation of the impact of collective worship is carried out by staff, governors and church leaders. This includes informally gathering children’s comments following acts of worship. There is some scope to expand the range of those involved in evaluation and also to diversify the methods, especially in terms of how the views of children are gathered and acted upon.
The effectiveness of the religious education is good

Strong subject leadership and the dissemination of training linked to the new Understanding Christianity framework have resulted in those teaching RE becoming more confident in its delivery. As a result, children display good attitudes towards RE and are beginning to use their skills in enquiry, interpretation and reflection to help them understand key messages of faith. This is often linked to the development of the same skills in other curriculum areas, notably English. Through recent thematic studies of incarnation and salvation, children are developing a wider range of vocabulary to enable them to express themselves. For instance, they can explain that ‘salvation is about Jesus dying for our sins’. Teachers give children opportunities to discuss important and sometimes challenging questions. For instance, when debating the question of who was responsible for Jesus’ death, children were confident to express a range of views, including that ‘God had a plan for Jesus to die so that we could be forgiven’. Similarly, in discussing why some Christians go on a pilgrimage to Jerusalem, children were able to suggest that some people ‘might want to feel closer to their faith’. They could also explain that ‘a pilgrimage is a visit to a sacred place for any religion’. Children demonstrate a good knowledge of new testament stories and parables and an ability to apply them to their own behaviour. For example, they are able to link the story of the Good Samaritan to the value of love, stating that ‘Jesus told us to care for everyone’ and that ‘we need to be like the Samaritan’. Children can also link their studies in RE to the school values in other ways. For instance, they know that Jesus showed compassion when he ‘healed the blind man’. Children are not yet so confident in making links to stories from the old testament or to their learning about other faiths. Although these aspects of RE form a part of their studies, children’s understanding is limited by the lack of opportunities to visit places of worship of other faiths and Christian denominations. One example, however, where this has benefited children is the contribution of a governor from a Christian Orthodox background. In terms of children’s engagement and achievements through discussion and debate in lessons, standards of attainment in RE are in line with national expectations and with standards in other curriculum areas. Occasionally, written work resulting from RE lessons does not have the same high profile or reach the same standards. Good systems are in place for assessing and recording individual children’s attainment and progress at the end of each term, and action is being taken to revise the current assessment format in line with the Understanding Christianity guidance.

The effectiveness of the leadership and management of the school as a church school is outstanding

School leaders have a strongly shared understanding of the school’s vision and values and have worked well together to maintain and develop its distinctive Christian character. The headteacher, leadership team, governors and church leaders present a unified approach and articulate the same vision for the school. The result of this can be seen in the quality of teamwork and relationships at all levels. For example, the revisiting of the school values to provide a clearer focus involved all school leaders and children’s own contribution was highly valued. Governors, particularly the joint chairs, have a clear idea of the priorities for the school and have taken steps to widen the skills base within the governing body. They agree that maintaining the success of the school as a church school through the period of transfer to a new headteacher and through the forthcoming process of academisation is a key priority. The partnership with All Saints Church is strong, despite the fact that most children travel to school from outside the parish, and the school is well supported by the vicar. This relationship benefits children not only in terms of opportunities for collective worship but also in support for their studies in RE. Foundation governors are proactive in arranging visits for children to the parish church. School leaders encourage children in leadership roles and value their opinions. Children in their final year take on a range of responsibilities including school ambassadors, house captains and sports officers. Children are also able to share their views and contribute to school development through the school council and the eco committee. The school council has been involved in the redesigning of the dragon’s garden. School leaders help children to gain a wider perspective on the world and to show compassion for those less fortunate than themselves, particularly through the link with Andinet School and the Link Ethiopia project, as part of which children have raised funds for a donkey library to support rural schools. In addition, the school has links with an inner city school in Derby which school leaders are keen to re-establish. Finally, school leaders have made very good progress towards implementing the areas for development from the previous inspection.
Appendix 2

All Saints Church of England (Voluntary Aided) Primary School – Kirkby Overblow

Admission Arrangements for 2017-2018

All Saints is a Voluntary Aided Church of England Primary School. As a Church School it is committed to maintaining close links with the local parish and the Diocese of Leeds/West Yorkshire and The Dales. It serves the local community and aims to teach Christian values and standards of behaviour and to demonstrate these qualities in everyday life.

The school can accommodate up to 105 children within the regulatory conditions set by the North Yorkshire Local Authority. Normally, the governors will admit not more than 15 children of Reception age.

Please note Section 324 of the Education Act 1996 states that Governing Bodies are required to admit to school any child with a statement of Special Educational Needs which names the school.

Should there be more applications than there are places available, then the governors will allocate places according to the following criteria, which will be applied in the sequence in which they are set out:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order, for whom the school has been expressed as a preference. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services.

2. Any children with a brother or sister who will still be on school roll at the start of the school year for which the application has been made.

   Note. Definition of brothers and sisters: for the purpose of this document, brothers and sisters are defined as children resident at the same address as the applicant for whom the applicant has legal responsibility. This includes brothers and sisters being blood relations, step brothers and sisters, adopted and fostered brothers and sisters.

3. Children who reside within the school catchment area or the ecclesiastical parish of Kirkby Overblow with Sicklinghall. Maps showing the catchment area and the ecclesiastical parish of Kirkby Overblow with Sicklinghall are attached to this policy.

4. Children who reside within the ecclesiastical parish of Weeton with North Rigton & Stainburn. A map showing the ecclesiastical parish of Weeton with North Rigton & Stainburn is attached to this policy.

5. Remaining places will be allocated to any applicant until all places have been allocated.
**Tie Breaker 1**
Within each of the above criteria from 2-5, priority will be given to any child from a practising Christian family on the recommendation of their priest/minister. Priority will be given according to the level of a child’s parent/guardian’s(s’) connection to a Christian Church (see below for a definition of Christian Church), in the following order:

a) At the heart of the Church – someone whose family worships twice a month or more

b) Attached to the Church – is a regular but not frequent worshipper or is regularly involved in a weekday church activity including an element of worship

c) Known to the Church – an occasional but not frequent worshipper or someone involved in church activities such as uniformed organisations

(Definition: Christian Church means a church that is affiliated to the Council of Churches of Great Britain and Ireland, or the Evangelical Alliance).

**Tie Breaker 2**
In the event of a tie, after church attendance criteria has been applied, then places will be allocated according to the closest distance between the school and the child’s home address. All distance measurements are based on the nearest route recognised by the County Council’s electronic mapping system from a child's home address to school. The measurement is made from a fixed point within the dwelling, as identified by Ordnance Survey, to the nearest school entrance using footpaths and roads. The routes measured to determine the allocation of school places will be those recognised by the electronic mapping system used by the school admissions team.

**Admission Procedure**
Parents can register interest in a place for their child at any time by contacting the school office. In the Autumn Term prior to the academic year in which your child will commence in a Reception class, parents need to complete a Common Application Form for the Local Authority and a Supplementary Information Form for the school’s Admissions Committee. The local authority form can be filled in online at www.northyorks.gov.uk/admissions or paper copies of the form can be requested by ringing the Admissions Team on 01609 533679. Supplementary Information Forms are available directly from the school. The LA will notify parents on our behalf as to whether or not their application has been successful.

Appeals against the governors’ decision not to offer a place must be lodged by the parents, in writing, with the Committee Services Unit at North Yorkshire County Council, within 21 days of the parents receiving notice that their child will not be offered a place. These appeals will be considered by an Independent Appeal Panel and the parents notified, in writing, of their decision.

It is the policy of the governors to admit children full time in the Autumn term. There is a familiarisation programme arranged for children and parents in the weeks before admission to school. Details of this programme will be outlined at the Information Evening for parents of new entrants held in the Summer term. Parents may request part-time attendance or defer entry until later in the Reception Year until the child is of compulsory school age (please see below).
Parents of prospective pupils are warmly invited to make an appointment to visit the school.

**Waiting list**

Where a child is refused an offer of a place in the school the child's name will automatically be placed on the school's waiting list. The waiting list will be maintained for the remainder of the academic year for which the application was made. Waiting lists will be maintained in order of the over-subscription priorities above.

**In-year applications**

All in year applications for admission will be co-ordinated through the agreed North Yorkshire co-ordination scheme. Applications for admission will be made using the Local Authority In-year Preference Form. The school may require parents to complete a Supplementary information Form in the case of over-subscription before a place can be offered. Late applications for Reception in Autumn Term will be made in the same way.

**Admission of children below compulsory school age**

- Children who are offered a Reception place in the school will be able to start school in the September following their fourth birthday.

- Parents may request that the date their child is admitted to the school is deferred until later in the same school year or until the child reaches compulsory school age in that school year.

- Parents may request that their child attends part-time until the child reaches compulsory school age.

- Requests for a child to start their schooling on a part-time basis or to defer the start until they reach compulsory school-age should be addressed to the Headteacher.

- Compulsory school age is the beginning of the term following the child’s fifth birthday.

**Deferred entry to primary schools**

Parents of children who are offered a place at the school before they are of compulsory school age may defer their child’s entry until later in the school year. Where entry is deferred, the school will hold the place for that child and not offer it to another child during the remainder of the school year for which application was made.

Parents may not defer entry beyond the beginning of the term after the child’s fifth birthday, nor beyond the beginning of the summer term of the school year for which the original application was accepted.
MAPS

Ecclesiastical Parish Of Kirkby Overblow With Sicklinghall

Ecclesiastical Parish Of Weeton with North Rigton & Stainburn