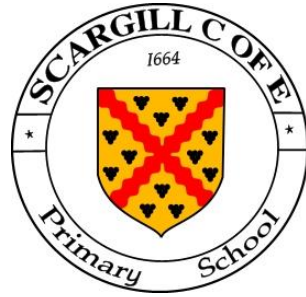


Scargill Church of England Primary School

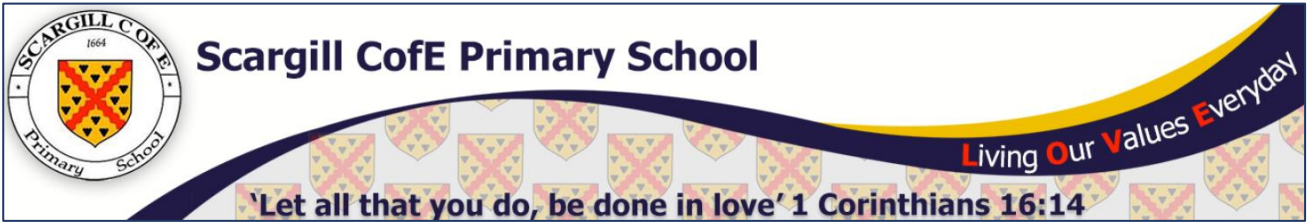


Prospectus

'Let all that you do, be done in love'
1 Corinthians 16:14

*This is our school
Let love dwell here
Love of learning
Love of our community
Love of all people
Love of God
And love of life itself*

Living Our Values Everyday



Beech Lane, West Hallam, Derbyshire, DE7 6GU | ☎ 0115 932 0005 | ✉ info@scargill.derbyshire.sch.uk
Head of School: Mrs S Hallsworth | Executive Head: Mr M Hetherington

Dear Parents

Welcome to Scargill Church of England Primary School. We are proud to be a Church of England Primary School and part of the Derby Diocese Academy Trust. There are 305 pupils in school, aged between 4 and 11. Our staff are committed to ensuring the best for every child and our school provides a vibrant and exciting curriculum for each individual to grow academically, personally and socially.

Our vision for excellence at Scargill is a safe and healthy learning environment where everyone is happy, excited, challenged and inspired to be a lifelong learner. We aim to do this within the context of a warm, welcoming, Christian ethos where our children further develop strong moral values.

This prospectus contains an overview of how the school operates and illustrates some of the opportunities that are available to our children. We are all extremely proud of our very special school family and would encourage prospective parents to come and meet our wonderful children and staff.

At Scargill, we value the partnership we have with our parents as we know that through working together, we can create a school where every child can flourish and reach their full potential.

We look forward to meeting you.

Yours sincerely,

Sarah Hallsworth
Head of School

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Our Values and Aims

Let all that you do, be done in love
1 Corinthians 16:14

At Scargill Primary School, we are all learners and we believe every learner is special, genuinely valued and respected.

*This is our school
Let love dwell here
Love of learning
Love of our community
Love of all people
Love of God
And love of life itself*

Love of learning

We aim to:

- Encourage excellence
- Provide a safe and stimulating environment for learning
- Value the skills and talents of individuals
- Provide a broad, rich and relevant curriculum matched to every child's needs

Love of community

We aim to:

- Forge many links with the wider community
- Be a responsive, responsible and tolerant community
- Look after our school and the global environment

Love of people

We aim to:

- Celebrate differences within our school community
- Promote respect and care for others as well as ourselves
- Handle conflict sensitively

Love of God

We believe it is important to:

- Meet together regularly to offer worship, praise, prayer and thanksgiving to God
- Know that we worship a God of love, justice, mercy and forgiveness
- Respect the beliefs of others

Love of life itself

- We celebrate the achievements of all.
- We foster a high level of self-esteem, believing that it is from this a truly positive love of life emanates.

Christian Values, British Values, STARFISH Values and Rewards

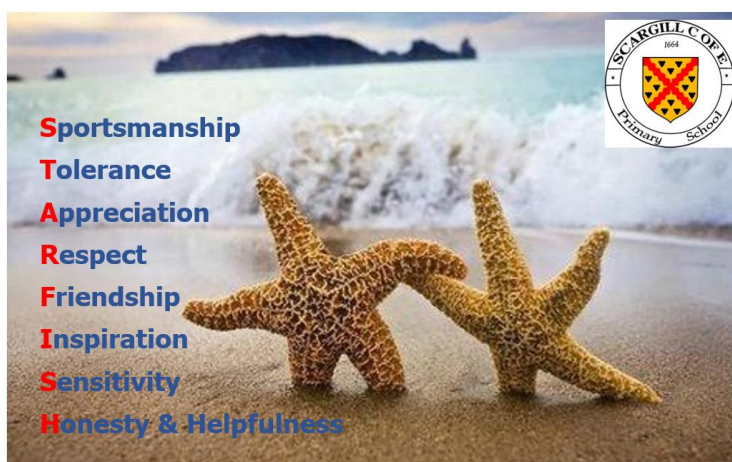
As a Church School, we maintain an ethos that is based on Christian values. We encourage children to behave and act in a way that matches these values. We also promote and encourage the British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for one another
- Tolerance of those of different faiths and beliefs.

At Scargill, we have encapsulated both of these sets of values called the STARFISH Values



Our STARFISH Values



On Fridays, we have a special celebration worship. Each class teacher as well as other members of our school community award Scargill Star certificates in recognition of learning and behaviour.

In recognition of children demonstrating our STARFISH values children collect small (diddi-dot) stickers on a special chart in their classroom.

5 diddi dots on 3 values= bronze award certificate and 1 golden ticket.

5 diddi dots on 6 values= silver award certificate and 2 golden tickets.

5 diddi dots on all 8 values= gold award certificate and 3 golden tickets.

When each certificate is achieved children will receive this along with their golden tickets in our Celebration Worship on a Friday. Golden tickets are placed into the Golden box for a chance to win a mystery prize at the end of the school year!

Children also earn Dojo points as a reward and when their eggs hatch into little monsters and they continue to earn points! Parents will be able to see the points that their child is earning, each week, via the Class Dojo App.

For every 50 dojo points, children can choose from:

- Dip in the class prize box
- Come to school in non-uniform for a day
- Go first into lunch for a week (For you and a friend)
- Choose the Thrive task for the week
- Get 10 dojo points
- Library time at lunchtime (for you and a friend)



Our Staff Team

Mr Hetherington Executive Head	<ul style="list-style-type: none"> • Provision • Vision • Strategic Leadership • Teaching & Learning • Safeguarding (DDSL)
Mrs Hallsworth Head of School Inclusion Team	<ul style="list-style-type: none"> • Safeguarding (DSL) • SEND KS2 and KS2 TAs • Curriculum • Assessment • Teaching & Learning • Senior Mental Health Lead & Mental Health First Aider • Early Help • Behaviour • Sustainability Lead
Miss Clutterbuck Deputy Headteacher Inclusion Team	<ul style="list-style-type: none"> • Badger Class Teacher (Year 1) • SEND KS1/EYFS and KS1/ EYFS TAs • LAC • Early Help • Attachment and Relationship Aware Lead • Safeguarding (DDSL) • Mental Health First Aider
Mr Attenborough	<ul style="list-style-type: none"> • Merlin Class Teacher (Year 5/6) • Maths • Music • Online Safety
Mrs Bown (Wed, Thurs & Fri)	<ul style="list-style-type: none"> • Owl Class Teacher (Y5/6) • History • Friendship Ambassadors
Mrs Benn (Mon-Thurs)	<ul style="list-style-type: none"> • Lion Class Teacher (Year 3/4) • Pupil Premium • Languages • Extra-curricular Clubs Coordinator • Wellbeing Committee
Mrs Higgins (Friday)	<ul style="list-style-type: none"> • Lion Class teacher (Y3/4) • R&W
Miss Roper (Mon, Tues & Wed)	<ul style="list-style-type: none"> • Hedgehog Class Teacher (Year 2) • Science • Global Committee
Mrs Birkin (Mon and Tues)	<ul style="list-style-type: none"> • Owl Class Teacher (Year 5/6) • Art • English
Mr Swift	<ul style="list-style-type: none"> • Dolphin Class Teacher (Reception) • EYFS Lead • Design Technology
Mrs Wilderspin (Mon & Tues)	<ul style="list-style-type: none"> • Tiger Class Teacher (Year 3/4) • Collective Worship • Design Technology
Miss West Inclusion Team	<ul style="list-style-type: none"> • Leopard Class Teacher (Year 3/4) • Lead THRIVE Practitioner • PSHE • Wellbeing Committee

Miss Lang	<ul style="list-style-type: none"> • Rabbit Class Teacher (Year 2) • English • School Council
Mr Askew (Thurs & Fri)	<ul style="list-style-type: none"> • Hedgehog Class Teacher (Year 2) • PE • Sports Committee
Mrs Rudd-Walters	<ul style="list-style-type: none"> • Eagle Class Teacher (Year 5/6) • Computing • School Council
Mrs Guest (Wed - Fri)	<ul style="list-style-type: none"> • Tiger Class Teacher (Year 3/4) • Geography • Global Committee
Mrs Bull	<ul style="list-style-type: none"> • Wellbeing Committee

Higher Level Teaching Assistant (HLTA) Team	Mr Askew, Mrs Riley, Miss Speller, Mrs Rowles & Mrs Swift
Teaching Assistant (TA) Team	In addition to the HLTAs above: Mrs Claypole, Mrs Perry, Mrs Bull, Miss Clarke, Mrs Trueman, Mrs Moore, Mrs Brown, Miss Smith, Mrs Marshall, Miss Dexter, Miss Bletcher & Mrs Leigh
MDS Team	Mrs Henshaw, Mrs McCutcheon, Mrs Lathey, Miss Garbett, Mrs Towlson, Mrs Shaw, Mrs Brooks & Mrs Stafford (Relief)

School Business Manager	Mrs Else
School Business Officer Inclusion Team	Mrs Furniss
School Business Assistant	Mrs Greenwood

Caretaker	Mr Hunt
Cleaning & Premises Team	Mrs McCutcheon, Mrs Lathey, Miss Garbett, Mrs Brooks, Miss Mitchell, Mrs Shaw, Mrs Wood & Mrs Shaw

Admissions Information & School Day Information

Admission to School

For parents wishing to secure a place for their child at Scargill School in our Reception classes, you can apply online at www.derbyshire.gov.uk/admissions. The process is fairly straightforward for those with internet access. You need to apply by mid-January before your child is due to start school.

If you cannot access the internet, then you can apply by phone using CALL DERBYSHIRE on 08456 058058 (or 01629 533190).

For those who wish to move school during the school year then the process is the same apart from the fact that there is no set closing date. If in doubt, give us a ring at school on 0115 932 0005

School Hours

The gates at the rear of the school will be open from 8.45am each morning.

The responsibility for the safety of children before 8.45am rests with parents.

Children can come straight into school after the gates open. Please ensure they are here by 8.50am, ready and in class for registration at 8.55am.

Morning session: 8.55am – 12.15pm (8.55 a.m. – 12.00 – Reception)

Afternoon session: 1.15pm – 3.25pm (1.15 - 3.20 p.m. – Reception)

KS1&2 have a 15-minute break in the morning session and children in KS1 have another break in the afternoon session.

Lunchtime

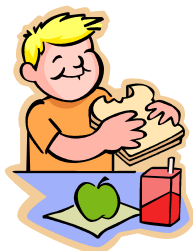
School meals are cooked on the premises. There is a choice of dishes each day and this always includes a vegetarian option. Jacket potatoes need to be ordered by prior arrangement with the kitchen.



The current cost of a school dinner is £3.25. Payment for meals should be in advance on Monday mornings for the week. You can also pay monthly, half-termly, or termly. Please note that the government currently provides a subsidy so that all children up to Y2 can have a free school dinner. Please ask the office for more information.

Payments for meals should be made through our cashless system – ParentPay. Account set up information will be sent home with new pupils. If you are in receipt of some benefits then your child may be entitled to free school meals. Please contact the School Office or Local Authority for information.

If you do not want your child to have a school meal you may send a packed lunch or, alternatively, you may make arrangements for your child to go home at lunchtime. If you do the latter, please ensure that your child is returned to school five minutes before the start of the afternoon session.



The welfare of the children during the lunch break is in the hands of the Senior Mid-day Supervisor and her staff, under the overall control of the Head of School and Executive Head.

School Uniform

The Governors and staff expect all children to wear our school uniform. It looks smart, provides a sense of belonging, is very practical, and is not expensive.

School Uniform may be purchased from www.YourSchoolUniform.com website. This website stocks school logo items.

Alternatively, you can purchase uniform from any chain store or Hamiltons in Ilkeston.

Here is our daily uniform:

- Grey trousers, formal shorts, skirt or pinafore dress with a white polo shirt and a navy blue jumper or cardigan.
- A blue gingham summer dress or grey shorts are our summer options.
- Black shoes NOT black trainers and no open-toed sandals. Boots are not to be worn in class.
- No extreme haircuts including Mohawks, Mohicans, shaved lines or patterns. Long hair should be tied back neatly. Hair bands should be plain with no unnecessary embellishments.
- No nail varnish or make up.

P.E. Clothing

For reasons of Health and Safety the children change for P.E., and we would be pleased if you could ensure your child is provided with a 'draw string' bag and the following equipment:

- Plimsolls of the slip-on type are preferable for young children.
- Socks are needed for P.E. if tights are worn during the day.
- Navy shorts without a belt or buckle.
- Children should have a white T-shirt to change into for P.E. lessons.

Trainers are not suitable for indoor work for safety reasons. For outdoor work, trainers must be worn, and navy tracksuit trousers & jumper will be useful in the winter time.

It is essential that ALL clothes are named.

Jewellery

It is not necessary to wear jewellery to school, apart from religious reasons.

If a child has pierced ears they must only wear studs. Looped earrings are not acceptable as they are considered unsafe, particularly at break times and during technology lessons. Studs must be removed by the child for PE lessons, in line with LA Health and Safety Regulations. If the child is unable to remove them her/himself, then they must not be worn on days when PE lessons, including swimming, take place. If your child is getting their ears pierced, please arrange for this to be done at the start of the summer holiday to reduce the chance of not being able to participate in PE sessions.

School bag

Your child will need a book bag (not a rucksack) to carry their reading book. School logo book bags can be bought from Hamiltons in Ilkeston.

Water bottles

Your child will need to bring a named, re-fillable plastic water bottle to school on a daily basis so they can remain hydrated during the day. This is for water only not flavoured water, juice or fizzy drinks.

Forbidden Items

In order to keep things simple for everyone here is a list of forbidden items:

NO

- toys
- jewellery
- nail varnish
- make up
- mobile phones
- sweets
- extreme haircuts

Lost Property

It is best to bring only items which are needed at school. The school cannot be held responsible for any loss of personal items that a child has brought into school. Please ensure all items are clearly labelled so they can be returned.

Parent Information

Your child is more likely to find happiness and success if there is a positive relationship between school and home.

Most contact is informal and takes place after the school day, directly with the class teacher. However, if you have a particular concern that you need to discuss at length or in confidence with the class teacher or Head of School/Executive Head, please telephone to make an appointment.

Newsletters are uploaded to the website regularly. You will receive a text message to let you know that it has been uploaded. For those who would rather have a paper copy then they can pick one up from the school office. These give information about forthcoming events and day to day matters. The children are an important link in the communications chain as we rely on them to take letters home.

Website

The school website www.scargill.derbyshire.sch.uk has lots of information about the school, including a section specifically for Newsletters.

Text Message System

We will send important messages to you by text. We find this is an excellent way to quickly pass on key information. It is especially important during times of snow but can also be used when events/times change unexpectedly or for reminders to look for items posted on the website.

Twitter

For a light hearted, but very up-to-date view of what is happening at school, you can follow the school Twitter feed. Day to day events are reported accurately but the emphasis is definitely on 'fun'. Follow us on @scargill_school.

Facebook

For information about events happening in or around school, please follow our Facebook page at ***Scargill CE Primary School***.

Parents' Evenings and Reports

We try very hard to keep in touch with all our parents and carers.

Autumn Term & Spring Term

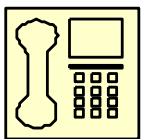
An opportunity for parents and class teachers to discuss a child's progress is given at Parents' Evenings in the Autumn and Spring Terms. At the end of each term, you will receive a data sheet showing the progress your child is making.

Summer Term

In the Summer Term, you receive a further data sheet with added teacher comments, along with a drop in Parents' Open Evening.

Keeping in Touch

It is important for you to let us know when there are changes to the records we hold on your child. Please inform the school office of change of address, home, work, mobile, emergency contact numbers or email addresses.




Absences from School

In line with the regulations provided by the Government, the school will not authorise requests of leave of absence that are not considered exceptional.

Parents are reminded that if they take their child on holiday during term time they will incur unauthorised absences for the child. This could mean parents are issued with a fixed penalty notice and/or court action.

If parents wish to request leave of absence for exceptional circumstances, they should put it in writing or email the school at least two weeks before the anticipated start date. The reason for the request must be given in detail and it should be noted that such absences will not be authorised retrospectively.

Where to go?

School Website	School Office	Class Teachers	SENDCOs	Head of School
<p>Information about:</p> <ul style="list-style-type: none"> • Term dates • Key dates • School policies • Newsletters • Key people in school • Early Help • Safeguarding • Curriculum • Statutory school information • PTA information • Governor information <p>www.scargill.derbyshire.sch.uk</p>	<p>Information about:</p> <ul style="list-style-type: none"> • Admissions • Pupil illness/absence • Medicines in school • Medical conditions • Changes to contact details • School meals • Payments • Afterschool clubs information <p>info@scargill.derbyshire.sch.uk</p>	<p>For questions or concerns about:</p> <ul style="list-style-type: none"> • Homework • Achievement • Friendships • Behaviour • Lessons • Family matters which be affecting your child • Bullying concerns • Trips/residentials <p>Teachers are available on the playground at the end of the school day or you can email the department email addresses below.</p>	<p>For questions or concerns about:</p> <ul style="list-style-type: none"> • Special Educational Needs or Disabilities • Issues or advice regarding SEND <p>Miss Clutterbuck is SENDCO for EYFS & KS1 Mrs Hallsworth is SENDCO for KS2</p> <p>You can speak to them on the playground at the start/end of the day, phone or email SENCO@scargill.derbyshire.sch.uk</p>	<p>Information about:</p> <ul style="list-style-type: none"> • Safeguarding • Sustained issues which the class teacher has been unable to resolve • If the Head of School is unavailable, the Deputy Head will respond to any concerns. <p>You can speak to the Senior Leadership Team on the playground at the start/end of the day, phone or email info@scargill.derbyshire.sch.uk</p>
<p>www.scargill.derbyshire.sch.uk email: info@scargill.derbyshire.sch.uk Telephone: 0115 9320005</p>	<p>EYFS@scargill.derbyshire.sch.uk Y1-2Department@scargill.derbyshire.sch.uk Y3-4Department@scargill.derbyshire.sch.uk Y5-6Department@scargill.derbyshire.sch.uk</p>	<p> Twitter @scargill_school</p>		

Parental Involvement

Parents are involved as helpers in school in a variety of ways.

- Assisting with a group in class activities, such as cookery, art, sports, computers, design technology.
- Helping supervise out of school activities, such as day visits, extended school journeys, trips to the swimming pools.
- Producing, collating and organising resources such as lettering, labelling, sorting library books.

We are very grateful for all parental help. It enables the school to provide a greater breadth and quality of activities and helps to develop very good relationships with staff in less formal ways. If you have a talent or a skill that you would like to offer to the school, it would be very welcome. Please let us know. Anyone helping in school must have a Volunteer DBS which is applied for through school.

Friends of Scargill (FOS)

The objectives of the FOS are to assist in providing extra educational facilities for the school and offer fun social events for our families. All teachers and parents of the children who attend the school automatically belong to FOS. This school is fortunate in that it enjoys a high level of commitment from parents and the money raised each year can help to enhance the school's resources.

There is much fun and laughter at these FOS meetings as well as hard work, so come and join us. Details of FOS meetings will be sent by text. More information can be found on their Face Book [facebook.com/friendsofscargill](https://www.facebook.com/friendsofscargill) or Twitter @scargillfriends accounts.

Charges and Remissions

The Governing Body has agreed that parents may be invited to make voluntary contributions towards any of the following types of activity:-

1. Non-residential educational visits
2. Craft and cooking activities
3. Visiting musicians, theatre groups etc.

Individual children will not be excluded from events if their parents/guardians have not contributed. However, it should be noted that any substantial shortfall in contributions could lead to the cancellation of any event. We always try to plan events to provide the maximum educational benefit at the minimum cost.

Parents may be required to meet the following charges:

1. Residential visits.
2. The cost of repairs or replacement of school property deliberately damaged by their child.
3. The cost of school property which is lost, e.g. books.

Parents who receive income support or family credit may be eligible for financial assistance in some of the above instances and are invited to apply in confidence to the Governors, through the Head of School/Executive Head.

Safeguarding & Safety



Child Protection/Safeguarding

Parents should be aware that the school is required to take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, the School is obliged to follow the required safeguarding procedures and inform Social Care of any concerns. The School's Designated Safeguarding Lead (DSL) is Mrs Hallsworth.

Health and Safety of your Child

If your child has an accident at school, we comfort the child and a trained member of staff administers first aid (as appropriate). However, on some occasions it is necessary to seek further advice or help, either from your doctor or by taking the child to hospital. In any event it is important that we should be able to contact you, a relative or a friend as soon as possible. Please inform us of any change in home circumstances immediately so that we can keep our records up to date.

Medicines, wherever possible, should be administered at home. If medication is needed during the school day parents are required to either visit the school themselves or to bring the medication to the school office and complete a consent form. Medicines should not be fetched and carried by the children. Medication is only given as it is prescribed by a medical professional. School will not administer the first dose of any such medication.



Children who suffer from asthma should keep their inhalers in their classrooms. A medical form should be completed explaining when and how often the inhaler should be used. If your child has any specific health problems it is vital that you let the school know and a Medical Care Plan completed.

Conduct

A high standard of behaviour and respect for others is expected from all children. The school has a Behaviour Policy and an Anti-bullying Policy. These policies and practice are grounded in the aims and values of the school as outlined earlier in this brochure.

There are 3 simple rules we expect children to follow:

- Follow instructions with thought and care.
- Care for everyone and everything.
- Show good manners at all times.

Data Protection Act

Basic information about pupils is held on computer to assist with the efficient organisation of the school and individual educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff. It may be used for statistical purposes, but this will not enable any individual to be identified. Full information about how the school and DDAT process data that is held can be found on the school website.



UNIVERSAL SUPPORT

CLASS TEACHERS	TEACHING ASSISTANTS	ATTENDANCE OFFICER – Sarah Hallsworth ADMIN SUPPORT – Linzi Furniss & Rebecca Greenwood	ONLINE SAFETY LEAD Andrew Attenborough
<ul style="list-style-type: none"> Monitoring children's needs Liaising with parents Alerting SLT and SENDCO to emerging needs Ensure pastoral and educational support Whole Class Thrive Attachment and Relationship Aware 	<ul style="list-style-type: none"> Educational support Pastoral support Targeted pastoral support Alerting teachers to emerging needs Attachment and Relationship Aware 	<ul style="list-style-type: none"> Monitoring attendance and punctuality Safe and well checks Alerting SLT to emerging issues Inclusion Team 	<ul style="list-style-type: none"> Cyber Bullying E-Safety Monitoring online usage Parental e-safety support

TARGETED SUPPORT
EARLY HELP LEAD PROFESSIONALS: Sarah Hallsworth & Julie Clutterbuck

- Parent liaison
- Completing Early Help Assessments
- Signposting parents/children for support *

MENTAL HEALTH LEAD Sarah Hallsworth	SENDCOs Sarah Hallsworth & Julie Clutterbuck	THRIVE Emily West	* See Early Help Directory
<ul style="list-style-type: none"> Staff well being Pupil well being Mental Health First Aider Oversee SMSC, RHSE & PSHE Curriculum Anti-bullying Signposting parents for support * 	<ul style="list-style-type: none"> SEND support and interventions EHCP GRIP Risk assessments Liaising with Local Authority Overseeing behaviour profiles & SSPs Working with parents Return to school meetings following suspension Working with/referral to outside agencies 	<ul style="list-style-type: none"> Thrive Practitioner Staff training Managing Thrive TAs Inclusion Team 	

INTENSIVE SUPPORT

DESIGNATED SAFEGUARDING LEAD Sarah Hallsworth	DEPUTY DESIGNATED SAFEGUARDING LEAD Malc Hetherington	DEPUTY DESIGNATED SAFEGUARDING LEAD Julie Clutterbuck	DEPUTY DESIGNATED SAFEGUARDING LEAD Kay Chisholm
<ul style="list-style-type: none"> Safeguarding monitoring Safe and Well Checks Staff Training TAF/CIN/CP Strategy meetings Supervision Inclusion Team 	<ul style="list-style-type: none"> Safeguarding monitoring Safe and Well Checks Staff Training TAF/CIN/CP Strategy meetings Supervision 	<ul style="list-style-type: none"> Safeguarding monitoring Safe and Well Checks TAF/CIN/CP Strategy meetings Supervision Inclusion Team 	<ul style="list-style-type: none"> Safeguarding monitoring Safe and Well Checks Supervision

Governor responsible for safeguarding: Rachael Dean. **Governor responsible for Mental Health:** Sam Marshall. **Governor responsible for SEND:** Sue Rogers.

Inclusion

Special Educational Needs & Disabilities (SEND)

We have a 'whole school approach' to SEND. We are committed to provide the best support available for all our children within an inclusive environment. We are proud to offer choice and excellence to all our children, whatever their ability or needs.

Our ethos at Scargill centres on our values. This promotes inclusivity from our #Scargill Family. Children are taught to respect and understand the differences everybody has. They are encouraged to be understanding and kind to all people equally. All our children have full access to the curriculum, trips and clubs.

If you have any concerns about your child, you should contact the class teacher in the first instance. You may need to discuss your child's needs with our Special Educational Needs & Disabilities Co-ordinators (SENDCOs) who are Miss Clutterbuck (Reception to Yr2) and Mrs Hallsworth (Yr3 to Yr6).

If a teacher is concerned that a child has SEND, this will be discussed with the relevant SENDCO and the child's parents. This may result in additional provision being put in place to support the child in relation to the four main areas of SEN as identified in the SEN Code of Practice. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties

- Physical/Sensory Impairment.

It is important that SENDCOs, teachers, parents, TAs, outside agencies, the Local Authority and the children themselves work together to remove barriers to learning for all. Prior to referral for support from outside agencies, details and concerns will be discussed with parents.

More information can be found on the school website through our SEND Information Report.

Accessibility Plan

Scargill School does not discriminate against any pupils or staff and works with parents and external services to meet the needs of all. No pupil is turned away because of a disability. The school strives to improve the environment for all when repairs/refurbishments and new work is carried out. Individual needs are met as they arise by making reasonable adjustments to ensure accessibility. An Accessibility Plan is available from the School Office.

If, in the meantime, any parent needs information about our arrangements, please contact the Head of School or Executive Head.

Pupil Premium

We want all children to achieve their full potential and access everything that our school has to offer. This can be supported by additional funding for children who are eligible for a Pupil Premium grant.

Could your child be eligible for a Pupil Premium grant?

Children qualify for free school meals – and accordingly pupil premium – if you receive any of the following benefits:

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

If your child qualifies for free school meals, it's important that you tell us. Even if they're in Early Years or KS1 and receive universal school meals for infant pupils, or are in KS2 and take a packed lunch – as this enables us to claim pupil premium. This funding can then be used to support your child in school.

Children also qualify if:

- Children are in care
- Children previously in care who have been adopted, or who have a special guardianship order, a child arrangements order or a residence order
- Children recorded as being from service families

If you think your child could be eligible, please complete the form (available from our school office) and in return for successful applications you will receive a voucher that will pay for two school jumpers and a book bag.

Equal Opportunities

The Staff and Governors seek to provide each child with the opportunity to develop their full potential regardless of race, religion or gender. Children are encouraged to develop a positive self-image and also be tolerant towards other people and to have respect for the beliefs and cultures of others.

A Church School

Religious Education is not just an academic subject, but, lies at the very heart of the curriculum and has an important role in reflecting and conveying the distinctively Christian character of our school.

Collective Worship

Collective worship takes place daily and is consistent with the principles and practices of the Church of England and will, therefore, be broadly Christian in character. Collective worship encourages pupils to consider fundamental questions about the purpose of being and about moral and ethical stances.

It allows us to learn and celebrate values we hold to be important and brings children together, enabling them to experience the security of belonging to a community with an identity of its own.

Whilst Collective Worship is mainly held in school, groups of children from the school regularly visit St. Wilfrid's Church for reflective learning, Easter and Christmas workshops and to celebrate the major festivals of the church year such as Harvest, Easter, and Christmas.

There is a special service in the autumn term when Year 3 pupils are presented with their own bible, and an annual school leavers' service is held on the last day of the summer term. We have a Collective Worship committee who are involved in planning and delivering Collective Worship to the rest of the school.



Withdrawal

Any parent has the right to request the withdrawal of his or her child from school worship and religious education, by making such a request in writing to the Head of School or Executive Head.



What does it take to develop healthy, happy, confident children who are ready and open to learning? Recent advances in neuroscience, attachment theory and child development have provided some of the answers to this question.

The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip practitioners to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.

The Thrive Approach

Our vision for excellence at Scargill is a safe and healthy learning environment where everyone is happy, excited, challenged and inspired to be a lifelong learner. One of the ways in which we support and develop this is through the Thrive Approach.

What is the Thrive Approach?

Children cannot always put their needs 'into words', but can communicate their needs through their behaviour. The Thrive Approach draws from the latest advancements in neuroscience, attachment theory and child development. These insights provide powerful ways in which we can engage with and support children's personal, social and emotional needs and development.

Why the Thrive Approach?

Like all of us at some point in our lives, unfortunately, children may face challenges that knock them out of their 'window of tolerance'. Therefore, it is our job to guide these children back to where they need to be. Many children can respond to the support given by those around them, but some may need more care and understanding.

So how does the Thrive Approach look at Scargill?

The Thrive Approach begins with a whole class, computerised screening, where each class teacher will answer a series of questions about each child. Also, the programme will identify any children who would benefit from a more detailed assessment to support the individual child and their needs. This will in turn, suggest a range of strategies, ideas and activities to create a Thrive action plan. This supports our children's needs on both a whole class and at an individual level.

What makes Scargill a Thrive school?

At Scargill, we consider the Thrive Approach to be part of our whole school vision and ethos and it underpins our values and aims: The Thrive Approach forms part of everything we do! We have a trained Thrive practitioner and all members of staff have received CPD to support the Thrive Approach at Scargill.

We have also become an Attachment and Relationship Aware School (ARAS) which further underpins our Thrive Approach and all that we do at Scargill.

Who can take part in Thrive at Scargill?

The answer is **all** of our children. Every one of our children have access to our Thrive provision at Scargill (although they might not realise it) as most of our curriculum is informed and underpinned by the Thrive Approach, as well as during our Class Thrive time. Depending on each child's identified needs, they may also receive extra Thrive provision as part of a small group or on a one-to-one basis.

The Curriculum

When children join our Reception Classes, they follow the Foundation Stage Curriculum where the emphasis is on play-based learning. The lessons are short and very active, highlighting learning by trying, being adventurous having fun and talking about what has been learned with other children and adults.



All children from Year 1 to Year 6 follow the new National Curriculum 2014 which includes the 'core' subjects of English, Mathematics, Science and Computing and the 'foundation' subjects of History, Geography, Music, Art & Design, Design Technology and Physical Education. In addition, they study Religious Education, PSHE and Citizenship. From Y3 children study a language - French.

Our Curriculum Intent

Through promoting a thirst for learning, all our children are inspired to become confident, inquisitive and resilient. We strive to allow children to work both independently and collaboratively using learning styles which suit them. Through our knowledge rich curriculum, Scargill children will thrive in our ever-changing world to become valued citizens of the future. Our curriculum intent dovetails with our values and ethos.

The following paragraphs offer a brief introduction to each area of the curriculum.

English

Our overall vision for English is to instil a love for reading and the written and spoken word, which will broaden our children's horizons and give them greater access to the cultural life of our nation. This shall be achieved through various activities during the school day and include daily R Time (Reading) sessions, whole class 'shared' reading and opportunities to 'hook' the children into writing to engage and enthuse them. We teach phonics using Little Wandle Letters and Sounds Revised. Regular reading events are held to encourage parental involvement in their child's reading.

We use the 'Talk for Writing' approach in English. Writing is a crucial part of our curriculum at Scargill. By the end of Year Six, we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to use confidently the essential skills of grammar, punctuation and spelling. We set high expectations for all our children

to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

We ensure that all children reach their potential and that suitable support will be given to allow all learners the same opportunities in English. Therefore, all pupils will be closely monitored to ensure they are making at least expected progress in each year group. We aim for all children to attain national average or better scores in their end of key stage SATS assessments so that they are fully equipped for life at secondary school and beyond into further education and adulthood.

Mathematics

The children are taught mathematics using the Power Maths scheme, which uses a mastery approach. The emphasis is on deepening their understanding in key skills before moving on. Manipulative resources are available for children to use to give them practical experience to back up their understanding. Vocabulary and reasoning are key concepts that allow children to explain their thinking in a variety of different ways.

Science

At Scargill, we aim to provide a broad, rich, purposeful and well-sequenced science curriculum which enables our children to: know more, experience more, remember more and do more. Finely focused teaching covering all science objectives from the National Curriculum will embed prior and new learning, helping all children achieve in science. We do not use a specific science scheme; our lessons are carefully planned using the guidance of our knowledge organisers and progression documents for curriculum components, enquiry skills and tier 2 and 3 vocabulary. We believe that providing an engaging science curriculum will encourage our children to learn new facts and have opportunities to generate their own questions, research and investigate in addition to developing children's curiosity, interest, knowledge and understanding of their immediate environment as well as the world beyond school. We endeavour to help our children develop their knowledge of scientific ideas by using scientific enquiry in order to answer their own questions. At Scargill, our aim is that through stimulating and challenging experiences, children will secure and extend their scientific knowledge, skills and vocabulary. Providing these opportunities will ensure that our children are confident and curious learners who are developing the skills and knowledge to explore and build their understanding of our technological world.

Design Technology

Design Technology holds its place within the curriculum firmly within STEM (Science, Technology, Engineering and Maths) learning. It begins with children learning to manipulate simple tools for a single outcome, progressing through to planning, creating, testing and reviewing projects that require multiple stages of thought and problem solving. Where possible, we aim to link our learning within this subject to our current themes and topics.

History

We believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which should inspire pupils' curiosity to know more about the past. We hope to equip pupils with the skill to ask perceptive questions,



think critically, weigh evidence, sift arguments, and develop perspective and judgement.

At Scargill we aim to help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity within modern Britain. We hope to instil in our pupils a passion for history. Here, history is brought to life, enabling children to explore like detectives and work like historians. Children are given the opportunity to study a variety of primary and secondary sources, make predictions, build their historical knowledge and develop key history skills. We believe that as far as possible, history lessons should be biased towards practical lessons, with artefacts, ICT and drama playing a key part. Trips, visitors and 'Wow Days' also greatly enhance our History curriculum.

Geography

Geography is an exciting topic within our school. We aim to provide a high-quality geography education that creates in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching will equip pupils with the knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.



Here at Scargill, our learning and teaching styles differ from each lesson but will address the needs and wants of the children and of the subject being taught. Our teachers utilise many learning and teaching styles. Geography will be taught through themed based lessons alongside and within other curriculum subjects, e.g. Literacy, Computing, as well in separate geography lessons. As far as possible, we believe geography should be biased towards practical lessons, with maps, models and

fieldwork playing a key part. Trips and visitors also greatly enhance our geography curriculum.

Music

Every child experiences a range of music through listening and through participating by playing instruments and singing. Older children are taught the basics of pitch and rhythm. There is an emphasis on enjoyment and alongside the development of individual skills runs the important social skills of working with a group of children. There are opportunities for KS2 pupils to have lessons on one of a variety of instruments at school from peripatetic teachers. These lessons are paid for by parents. Please contact the office if you are interested.



Physical Education

At Scargill we see P.E. as an excellent way of promoting personal and physical development of each and every child. Each class is required to teach a minimum of 2 hours of P.E. per week. All students are expected to take part in these activities unless excluded for medical reasons.

We aim to give all the students the opportunity to take part in sporting activities within the school day and through extracurricular activities, which are encouraged. In lessons, our youngest students are taught basic skills such as catching, throwing, jumping and kicking as well as other fundamentals of early movement. These and other skills are developed throughout the school so



that all can participate to the best of their ability in our P.E. programme. Throughout their time at school, children will take part in a wide-variety of games and activities. Students will partake in a swimming programme when they are in Y5 & Y6. Scargill offer a wide-range of extra-curricular clubs with many of these clubs taking a sporting focus.

Sporting teams represent our school in a range of different sports. Fixtures are arranged against other local schools and our teams have scored many notable successes.

Art and Design

Our aim is for art to stimulate creativity, confidence and imagination. Through our programme of study, children are taught to understand and learn from great artists, whose work they mimic and use as inspiration. Pupils develop fundamental skills in areas such as drawing, painting and sculpture then create their individual pieces, which have their own originality. A key principle taught within our art and design topics is to be able to both evaluate and respect the work of others, including people from our community and artists within the wider world. Art and design is highly valued within our curriculum, as we strive to develop the whole child.



Computing

Our children learn a variety of key skills in computing. These including coding, using algorithms to solve problems, showing their learning using different programmes and media (such as word processing and presentations), and how to stay safe online. A considerable emphasis is placed on e-safety and we explore how to be responsible, competent and confident digital citizens at an appropriate level for each age group.



Languages

In Key Stage Two, the children are taught lessons in French with the aim of informing them of different countries and fostering a curiosity of learning about the wider world. Lessons are taught in a fun way, often including games and songs, to help all learners remember and use the vocabulary. Real life situations enable children to put into practice both speech and writing. Our teaching should provide the foundation for learning further languages.



PSHE

We teach PSHE through the Jigsaw Programme, which is a whole-school approach. Through this programme of learning we hope our pupils will acquire the knowledge, understanding and skills they need to successfully manage their lives – both now and in the future. It is our aim that our PSHE Education will develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. The Jigsaw approach embodies a positive philosophy, creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn through Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

Relationship and Sex Education

At Scargill "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. It is taught largely through PSHE and Science. The aim is to help children understand the biological development of the human body, together with the emotional changes which occur. These are considered within a moral and spiritual context which promotes Christian values of love and care within stable relationships. We work closely with parents by establishing open communication therefore all parents are consulted in the development and delivery of the curriculum.

Religions and Worldviews

Religions and Worldviews is a key part of our curriculum and provides children with knowledge and understanding of major world religions and worldviews. The principal aim of R&W is to engage children in enquiry in to important human questions that religion and worldviews address, so they can develop understanding and skills needed to appreciate and evaluate different responses to these questions, as well as develop responses of their own.



As a school, we use the Derbyshire Agreed Syllabus alongside Understanding Christianity to ensure curriculum coverage. R&W is taught through play, drama, art, writing, videos, workshops and discussion. Lessons provide children with opportunities to ask and answer questions, extend their knowledge and consider their own and others beliefs and practices. Where possible, Children are given the opportunity to visit places of worship and take part in multi faith workshops at least bi-annually throughout their time at Scargill.

The Governors of a Church of England School have a particular responsibility for the provision of R&W.

Learning Outside the Classroom (LOtC)

Although not an identified curriculum subject; Learning Outside the Classroom (LOtC) encompasses a vast amount of learning that takes place at Scargill Primary School. LOtC includes residential education opportunities, visits and daytrips to educational institutes, visitors bringing learning opportunities into our school and Forest School learning too. All children have the opportunity to access these as they progress through the school on their learning journey. We aim to use the opportunities to enhance children's education and view education as a larger learning experience than just the immediate world around them.

Complaints Procedure

If you have any concerns or complaints about the curriculum and related matters, in the first instance, contact the Head of School/Executive Head. The school will look to rigorously implement the complaints procedure which would allow complaints to be dealt with swiftly. Parents/Carers will be kept fully informed of procedures and a copy of the School's Complaints Policy can be found on the school website.

Pupil Opportunities & Systems

Pupil Voice

We work closely with our School Council, Global, Sports, Wellbeing, Friendship Ambassadors and Collective Worship Committees. These groups are instrumental in making decisions over the way in which our school operates. There are also opportunities for our older pupils to be Lunchtime Helpers and Play-Leaders.

Extra-Curricular Activities

Clubs and activities of a varied nature are offered within the school.

These clubs provide opportunities for children to extend their skills and interests and for some to participate in competitions against other schools. Scargill School has an excellent record in inter-school sporting activities.

Homework

The provision of tasks to be completed outside the normal school day provides opportunities for pupils to extend their knowledge and interests more independently. It also provides opportunities for parents to work alongside their children in a positive way. We would ask you to encourage your child to complete homework properly and on time. The nature and duration of homework depends on the age and maturity of the children.

Transfer to Secondary School

There is a designated secondary school to which your child may transfer at the age of eleven. This depends on your home address. If you live in West Hallam, the designated school is Kirk Hallam Technology College. However, parents have the right to consider other options and express a preference for a different school. Further guidance on this will be sent to you when your child reaches Year 6.

Community Links

The Governors and staff are very keen on maintaining and extending links with the community. Many of our children are members of the St Wilfrid's Church, Sunday School, Rainbows, Brownies, Guides, Cubs, Scouts, Football, Cricket and Dance clubs which are available within the village. We also take part in the annual West Hallam Well Dressing celebrations and always have our own well dressing proudly on display in the village, which our Reception and KS1 children help make. KS2 classes take on the responsibility of creating a scarecrow for the West Hallam Scarecrow Trail.

Staff visit the local pre-schools to ensure smooth transition arrangements into Reception.

Before/After School Club

The Lanes Before/After School Club operates independently from the school but rent our New Hall. Children can be left at 7.30am in the morning and can stay as late as 6.00pm in the evening to support working parents. For more information regarding hours, costs and availability please ring on Tel 0115 944 0810