

Holy Trinity CE Aided First School

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Headteacher
Mrs D Groves

Deputy Headteacher
Mrs MR Blythe

Chair of Governors
Mr S Faed

Your guide to Holy Trinity CE Aided First School

A booklet for parents and children for the school year 2011-2012

Letter from the headteacher

A VERY WARM WELCOME TO HOLY TRINITY FIRST SCHOOL

I am delighted that you are thinking of applying for a place for your child at Holy Trinity. We aim to ensure that every child is safe, cared for, happy and successful as a learner and hope that every child's time spent in our school will prove to be a very positive stage in their education and development for life.

The education of your child is a shared responsibility; it is a partnership in which the school builds upon the learning experience gained at home, and the home supports the learning that takes place in school. When your child starts school, it is not where your job ends and ours begins, but where our job begins and yours continues.

If there is anything that is not clear to you as your child settles in school, or if any worries or concerns about your child develop later, please let us know. If there are any problems we want to know quickly, so that we can resolve them at an early stage.

All staff at Holy Trinity – teachers, classroom support, administrative and site management – care greatly about the children. We know them and treat them as individuals. This prospectus will give you information about the way that the school works, as well as what we offer to, and expect of, the children. I hope that you will find the prospectus helpful and fully informative.

Reading a brochure is no substitute for a personal visit to see our school in action, we are always happy to show off our school to visitors so please telephone to make an appointment.

Dawn Groves
Headteacher

School ethos statement

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

School aims

Through faith and Christian values our aims are:

- To provide an education of the highest quality within the context of Christian belief and practice.
- To engender moral values and a sense of right and wrong. To foster attitudes that are based on honesty, trust, tolerance, understanding and respect for others that develop from a sense of self worth.
- To develop each child's self esteem.
- To inspire care, concern and respect for themselves, for each other, parents, staff and people within our school and community.
- To provide meaningful Christian worship through which children will gain an understanding of their Christian heritage.
- To foster broadly based Christian values through the school ethos and teaching.
- To encourage children to grow in their own faith and through that come to respect and understand other faiths and other ways of life.

....a message from the vicar

I am immensely proud to be associated with the pupils and staff of Holy Trinity and most grateful for the opportunity to commend this booklet to you, please read it from cover to cover!

Church Schools are growing in importance in our land and rightly so. What we offer is a unique environment within which our young can grow in mind, body and soul.

Staff and governors work hard in close partnership to ensure that we provide the very best for those children in our care. The demands upon us are very great but the rewards more so, especially where families respond as they do here at Holy Trinity, whenever asked to help organise or support events. Your encouragement is appreciated by us all thank you.

When children or adults are Baptised into the Christian faith, those bringing them for Baptism are informed that they will need help and encouragement to grow and asked "are you willing to give it to them, by your prayers, by your example and by your teaching?" Please continue to pray for one another, our School, all who teach, all who learn.

On the subject of Christian Baptism, some Church Schools require every child to be Baptised and parents to demonstrate some active involvement in their local Parish Church. I have never subscribed to the view that being "ordered to attend" made for good Church members! Naturally I would prefer that every child in school were made a member of the Church through Baptism, you would hardly expect any other view from me. I would also welcome closer links between parents and the regular worship offered from Berwick Parish Church. If you have any views on how this might be achieved, please let me know.

Church has been restored and the heating works, our choir is growing and our worship and fellowship at 9am Parish Communion deepening. Mothers and toddlers would also be welcome at Thursday morning services in Church at 10am for the half hour Communion.

If you would like Christian Baptism for yourself or your child, either at a public service or privately, do not hesitate to contact me at:

The Vicarage
Parade
Berwick
TD15 1DF

(01289) 306136

May God's peace and blessing rest upon your home and family

Your Servant

Canon Alan Hughes, Holy Trinity Parish Church

Key points from our Ofsted report January 2008

This is a good school with many outstanding features.

The relentless drive by staff to provide the best for all the pupils in their care leads to above average standards, excellent personal development and an extremely caring and inclusive community.

Standards are well above average because of good teaching and very positive attitudes that pupils have to learning. Staff know their pupils extremely well.

Teaching and learning are good. They produce confident and eager learners. All pupils whatever their background or abilities make good progress. Strong emphasis on literacy numeracy and ICT. Achievement is good and standards are well above averagestandards in writing are much higher than expected for their age. . Lessons are enriched by a good range of educational visits and visitors and extra-curricular clubs. Lessons are well planned and assessment used effectively so that tasks are well suited to pupils of different abilities.

Pupils eagerly respond to challenging tasks.

Teachers use questions very effectively to challenge pupils understanding and to encourage them to think.

Pastoral care is particularly strong.

Pupil's personal development is excellent. Good attendance reflects the enjoyment pupils have of school. School provides an exceptional range of opportunities to take on responsibility and contribute to the community. Pupils say they enjoy coming to school and lessons are interesting and fun. Pupils say that school is a very friendly place to be and they feel safe and well looked after.

Behaviour is exemplary and pupils have very good attitudes to learning. Children respect each other's views and younger pupils are well looked after by their 'Big Ones' in Y4.

The democratically elected School Councils are proactive and proud of the things they have helped improve. By the time they reach Y4 they are confident mature young people, very well prepared for their move to middle school

The school's self evaluation is thorough.....it leads to initiatives which are helping to further improve standards.

Pupils are given many opportunities to take responsibility, work in teams, become independent and think for themselves. Care guidance and support are excellent and underpinned by an extremely strong family atmosphere based on Christian principles.

Statutory Inspection of Anglican Schools report (C of E) March 2008

As a Church of England school were inspected by SIAS shortly after the Ofsted inspection and were delighted to be graded 'outstanding' in each of the four inspection areas. Some of the key comments from our report:

Holy Trinity is an inclusive school underpinned by shared Christian values of respect for all and caring for each other.

The needs of all learners are met extremely well. There is a sense of high expectations in a happy environment.

There are excellent relationships throughout the school including parents and governors. Parents are proud of their involvement with the school and confident that they are listened to by governors and staff.

There are good links with neighbouring schools and the local community.

The Christian ethos permeates every aspect of school life in this warm, rich and nurturing family environment.

Pupils are encouraged to become confident members of the community and to take pride in their achievement and success. All adults and children care for each other and relationships are excellent.

If you would like a copy of the full reports, they are available on our school website and from school.

History of the School

Our present school known as Holy Trinity Church of England Aided First School has undergone many changes in its long history. The foundation of the school goes back to the early 1700s. The school has changed its name and its site several times. It was originally set up as the Berwick Charity School and occupied a site in Ravensdowne. In more recent times, the Berwick CE School, locally known as the Parade School was housed in the former Berwick library. In 1987 the school moved to its present site in Bell Tower Place. Our building underwent significant redevelopment and refurbishment in 1990-1991. The facilities of the school were greatly improved.

In July 2001, new nursery provision was established and in September 2008 we opened our new, combined Foundation Stage Unit for nursery and reception class children.

Our school recognises and appreciates the support it receives from Newcastle Diocesan Education Board and Northumberland County Council.

The school is held in trust by the Berwick School Charity Foundation and has close links with the Holy Trinity Church. Members of the Church make up the majority of the governing body. The Trustees of the Foundation (made up of some governors and others with local Church of England involvement) hold our building in trust and help with the maintenance of the building.

The school has always played its part in the life of the wider community and many people who live in the locality owe a great deal to the love and care they received at the school. Many families maintain a connection with the school and send their children to the school even though they may not live in the immediate catchment area.

The Christian teaching of the Church of England has considerable influence on the life of the school. It is important to note that children will be admitted to the school provided parents accept the ethos of a Church of England school. Children of other Christian denominations and other faiths are welcome, their beliefs and backgrounds are respected.

Children attend Church to celebrate special events and festivals. We hold a Harvest Festival, a Christingle and an Easter service. Family Worship is held in school on Thursday mornings, parents are invited to join us at 9.10

The School Staff

Headteacher	Mrs D Groves
Deputy Headteacher	Mrs M-R Blythe
Teachers	Mrs E Hiroz Mrs J Jeffrey Mrs S Peck Mrs H Ringland Mrs K Rollo Mrs S Herriott
HLTA	Mrs R Noble
Teaching Assistants	Mrs S Carroll Mrs A Creelie Mrs D Jones Mrs J Thompson Mrs L Wilson Mrs N Young Mrs H Craggs Mrs G Paton
Office Manager	Mrs D Wyse
Admin Assistant	Mrs A Walker
School Caretaker	Mr B Hindmarsh
School Cooks	Mrs K Beveridge Mrs J Roughead
Senior Lunchtime Supervisor	Mrs D Fairbairn
Lunchtime Supervisors	Mrs A Creelie Mrs K Douglas Mrs H Hargreaves
School Cleaning Staff	Mrs D Fairbairn Mrs H Hargreaves

Governors

Foundation Governors	Mr S Faed (Chairman) Mrs D Wakenshaw Mr S Lowdon Canon A Hughes Mr N Latham Mrs E Robertson Mr P Weeks 1 vacancy
Local Authority Governor	Dr B Warner
Parent Representative	Dr J Brown Mr N Davidson (Vice Chairman)
Teacher Governor	Mrs M-R Blythe
Staff Governor	Mrs S Carroll
Headteacher Governor	Mrs D Groves

The Governing Body meet termly, in addition committees meet when the need arises.

Our School Organisation

Holy Trinity is a first school taking children from 4+ to 9 years of age. We currently have 139 children on roll in the main school. The school has a standard number of 30 pupils per class. This means that classes will not normally exceed 30 unless there are exceptional circumstances.

Since September 2000, we have had a 13 full time equivalent place nursery class. The nursery operates in mornings only from 9.00 to 12.00. We are able to offer 26 nursery places to children once they are three years old.

The school day

We welcome children in to school at 8.50 so that school begins promptly at 9.00. Children who arrive after 9.00 are considered late and will be marked as such in the registers.

Lesson	9.05-10.15
Assembly	10.15-10.30
Break	10.30-10.45
Lesson	10.45-11.30
Lesson	11.30-12.00

Lunch	12.00-1.00
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Lesson	1.00-2.15
Break	2.15-2.30
Lesson	2.30-3.15

Years 3 and 4 have the timetable above apart from their lunch break which is slightly shorter and they generally have no afternoon break.

Teaching time in reception and Key Stage 1 equals 21.5 hours

Teaching time in Key Stage 2 equals 23.5 hours

Children are the responsibility of their parents before 8.50; please ensure your child is supervised until we open the door.

Admissions Policy

The governing body of Holy Trinity Voluntary Aided Church of England School is the Admissions Authority for the school and they intend to admit up to 30 pupils to the reception year group in **September 2011/12**. This arrangement follows consultation between the governing body, the LA, all other schools in the area and all other Admission Authorities in the area.

The school is open to receive applications for admissions from the parents of all children. We must give priority to children in the care of the local authority (looked after children) and those with special educational needs whose statement names our school. In the event of the number of applications exceeding the number of places available priority will be given to applications in the order of priority indicated below.

Over-subscription Criteria

1. Children of parents worshipping regularly and frequently at the Parish Church of Holy Trinity and St Mary.
2. Children with a brother or sister at the school at the time when they would be admitted to the school.
3. Children of parents worshipping in another Christian Church who wish their child to attend this school because of its Christian foundation
4. Children who live in the Parish of Holy Trinity and St Mary.
5. Children who have special medical needs or other special circumstances, (supported by medical/professional opinion)
6. Other children.

Tie Breaker

Where there are places available for some but not all applicants within a particular criterion, distance from home to school will be the deciding factor, with preference given to those whose home address is nearest to the school, when measured in a straight line (i.e. the distance between the home front door and the school main door as the crow flies).

Waiting List

The school office will maintain a waiting list of applicants. In the event of a place becoming available in the appropriate class during the year and there being more applicants on the waiting list than places available, the selection criteria and tie breaker indicated above will apply.

Notes

- Parents are asked to let the head teacher know at the time of application whether their child has a disability. Parents should be assured that the nature of the disability is not grounds for refusing the application. The school will make every reasonable adjustment to ensure that disabled children are not put at a substantial disadvantage in accessing a full curriculum and that they will not be treated less favourably, without reasonable justification, than their able-bodied peers.

- If applicants are seeking admission under criterion of living in the Parish or worshipping regularly and frequently at a Parish Church as above, they will be asked to provide evidence that they worship regularly and frequently, e.g. a letter from the incumbent.
- If applicants are seeking admission under criterion of special medical needs or other special circumstances, they will be asked to provide appropriate evidence, e.g. a letter from a doctor or specialist. The governors must be satisfied that there is a specified medical reason which makes attendance at this school essential.
- A map showing the parish boundaries can be inspected at the school office.
- Nursery admissions are entirely separate and parents are asked to note that attendance at the school's nursery does not guarantee a place in the reception class.
- Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the Chair of Governors at the school address.
- If a place is offered on the basis of false information (e.g. address or Church attendance) or if parents do not respond within the stated timescale to the offer of a place the governing body reserves the right to withdraw their offer.

The school finds it very helpful to have an early indication of the number of children to be admitted to the reception class the following September. However, it must be stressed that formal written applications for admission must be made on the form provided by the Local Authority and returned to the Local Authority by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place by the Local Authority

Our School Environment

We aim to create a happy and welcoming atmosphere for our pupils so that they will have a secure environment in which they can learn with confidence. We provide stimulating and challenging classrooms with quality displays which encourage curiosity in our children as well as a desire to learn and develop self-reflection skills.

Standards and Quality of Learning

We set high academic expectations, especially in the core subjects, for all our pupils. Our SATs results are consistently well above the national average and we ensure that each child continually improves and develops their potential. We provide opportunities for children to develop their creativity and appreciation of the aesthetic. Along with their academic progression, this helps children attain a level of maturity that will enable them to meet the challenges of their next school with confidence.

A Rich Curriculum

Children are encouraged to progress as purposeful and independent learners, engaging in an active curriculum which challenges young enquiring minds and enables them to take responsibility for their own decisions.

The structure of the curriculum ensures that teaching is broad, balanced, challenging and progressive and that every child is able to access it. Planning is thorough and prior knowledge is used to set future targets. Effective use is made of resources and tasks are appropriately matched to the needs of the children. Teachers ensure that learning objectives are shared with the children and that learning outcomes are used as a means of assessing learning.

Behaviour and Discipline

We actively encourage our pupils to make a positive contribution to school life through politeness and good behaviour. They are encouraged to consider and respect others and their property and to maintain a high level of self-discipline so that their contribution to both school and the wider community is valuable and that they learn to become good citizens.

Achievements

By the time pupils leave our school, standards are consistently well above average and this is a result of “good teaching and very positive attitudes that children have to learning” (OFSTED 2008).

We also celebrate achievements in sport (partnership events) performance arts (annual dance/drama production in the local Arts Theatre) and music (through peripatetic music tuition).

Our school has achieved the Northumberland Healthy Schools Award for our work in the development of Citizenship, Healthy Living, Drugs Awareness, Emotional Intelligence and Personal, Social and Health Education. We hold the national Anti-Bullying Award and the ActiveMark for sports. Our extra-curricular activities include recorder, photography, ICT, textiles, woodwork, games and sports clubs.

The Curriculum

Children study all subjects in the National Curriculum. This includes mathematics, English, science, ICT (computer skills), history, geography, art, music, design technology, physical education, French (in Key Stage 2) and personal, social and health education combined with citizenship.

Pupils are also taught RE in accordance with the Diocese of Newcastle syllabus.

Literacy

The development of literacy skills is a crucial element in a child's overall success. Our aim is to develop language skills through speaking and listening, reading, writing, spelling, handwriting and presentation. A good deal of emphasis is placed on developing reading skills and writing skills, encouraging creative work as well as spelling, grammar and handwriting.

In the reception class, parents and carers are encouraged to support their children through a shared reading scheme which is in addition to our structured reading programme.

Numeracy

The programme of maths followed in school is based on the National Numeracy Strategy. We aim to develop the concepts of number, time, shape, space, measures as well as data handling. A great deal of emphasis is placed on developing mental strategies to solve problems. We try and make maths as practical as possible and apply it to every day situations.

Science

Our aim is to develop an importance of science in every day life including its relevance to personal health and safety.

Children use a variety of domestic and environmental settings as a starting point for investigating science; through this we develop both oral and written communication skills. Children are encouraged to express their ideas in a variety of ways including report writing, drawings, charts and models.

Information Communication Technology (ICT)

We aim to create a learning environment where children are helped and encouraged to develop as individuals and as members of a small group. The development of ICT facilities in school is a central part of this philosophy. We have a suite of laptops that are wirelessly linked to the Internet so that they can be used all around the school. In addition to this each classroom has at least one computer. All classrooms have an interactive whiteboard which is used to support teaching and learning.

Design Technology

Technology combines work involved in design, home economics, and information technology. In design technology, pupils investigate, make and modify models using their practical knowledge and experience.

History

History is taught throughout the school, in the early years the subject is approached through general topics such as families, homes, transport and occupations. In years 3 and 4 the children work on study units covering specific topics. These include, Ancient Greeks,

Vikings (invaders and settlers), Victorians and local study. Whenever possible the subject is approached in a practical way.

Geography

During the early years an emphasis is placed on the child's immediate surroundings, home, school, local parks, shops and the local Church. Local visits are made to reinforce their understanding. As the children reach years 3 and 4, they are encouraged to consider aspects of the wider world. We compare and contrast the immediate locality with other places in the UK, Europe and more distant places. Ranges of skills are developed at Key Stage 2 including mapping and map making, weather recording and interpreting, using aerial photographs.

Art and Craft

Art as a subject is well developed in school. A wide range of skills and techniques are covered. Children have the opportunity to work with a variety of materials and cover areas such as; drawing, painting, printing, ceramics, sewing, weaving and construction activities.

Physical Education

PE is taught throughout school. Children experience gymnastics, dance, drama, games and athletics. Children have swimming lessons in classes 2, 3, 4 and 5. We teach a range of sports such as netball, football, hockey, rugby and cricket. Some of these sports are taught by specialist coaches from our Sports Partnership.

Music

Music is encouraged as an integral part of the curriculum and in provision of extra curricular activities. From year 3 children have the opportunity to learn instruments through the County Music Service. Children are also encouraged to join the Church choir. Events are held throughout the year including Christmas and summer concerts.

Religious Education

We are a Church of England Aided School and place and emphasis on the teaching of religious education. The school follows the Diocesan syllabus for RE. While we recognise the right of parents to withdraw their child from RE lessons, it is anticipated that all children will take a full role in RE lessons.

Worship

We have adopted the Newcastle Diocesan scheme for worship. Parents are welcome to attend our family worship on Thursday mornings at 9.10. While school recognises the right of parents to withdraw their child from acts of worship, it is anticipated that as we are a church school, parents would wish to support us and allow their child to play an active part in the life of the school.

Sex Education

Although no formal sex education is given, in the study of the natural world, the children encounter growth and development. The governors maintain a Sex and Relationship policy which is available from the school on request.

Special Educational Needs (SEN)

Our aim is to ensure that we meet the needs of all individuals within our school. Occasionally some children experience greater difficulties than average for those in the same age group, these children are then offered extra support in their work and may sometimes be identified as having Special Educational Needs.

The school follows the SEN Criteria set by the Local Authority. The school implements the SEN Code of Practice and children with difficulties are placed on the school SEN list, which is confidential to teachers and parents. Their progress is closely monitored and reviewed at regular intervals by the SEN Co-ordinator, class teacher and parents. The school is also able to access many support agencies in order to support children with specific difficulties.

Mrs Groves is the SEN co-ordinator.

Work in class is differentiated in order to meet the needs of all children, including the most able. Wherever possible, children with SEN are supported in their work. Most of the time this occurs within the classroom, but on occasions it may be necessary to withdraw the children individually or in a small group.

Our school has an adapted hygiene room for children with a physical disability. The areas in school that are used by children are all on one level with access ramps to all main doors.

Children with a Statement of Special Educational Needs are supported by the authority and the school is happy to work alongside the specialist support teachers in devising and implementing Individual Education Plans (IEP) in accordance with the Code of Practice.

Parents are invited to discuss the Action Plan/IEP concerning their child's needs with the class teacher and/or the SEN co-ordinator. To ensure continuity SEN records are held by the class teacher and these are available for parents to view by appointment with the school. The school policy for SEN is also available for parents to view.

Discipline

We encourage children to develop self-discipline, we praise and reward the positive, social and academic efforts of the pupils. All members of staff work as a team towards this ideal and the resulting atmosphere and ethos within the school is, in itself, an aid towards the children achieving self-discipline.

In the instance of poor behaviour, pupils will be dealt with in an appropriate manner according to the seriousness of the misbehaviour by a range of punishments based on the withdrawal of privileges. Parents are involved at an early stage and close monitoring by teachers and the School Special Needs Co-ordinator may follow.

Safeguarding Children

Child Protection

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place, parents and carers are welcome to read the policy on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Medical Information

In order to ensure that all our children are safe, we do not store or administer medication unless the doctor prescribes it. Medicine that needs to be taken three times per day can be administered at home; however we will be happy to administer medication that needs to be taken four times per day. In the case of children who suffer from epilepsy, asthma, diabetes, allergies etc. we will willingly store the medication in a secure place.

School cannot give out any drugs unless permission has been granted. A medical request form is available from the school office. Medication must be handed over by the parent/carer.

Inhalers are kept in the classroom where the children can obtain them easily. They may use them whenever necessary and the child must be capable of self-administration.

Inhalers are also taken with the children on outside school trips etc.

Advice from parents and medical officers is followed closely to ensure school meets the needs of the child

School Health Service

The Data Protection Act requires schools to ensure that parents know that the school gives the names and dates of birth of its pupils to the School Health and Dental Services. The information is needed to produce a population database and also programmes for immunisation and screening for dental, hearing and vision. Please note that no programme is carried out in school without the parents' wishes. The information will be shared unless you advise the Head teacher in writing that you do not wish this to happen.

No Smoking Policy

We are a healthy school. Obviously smoking is banned from all public buildings but we also prohibit smoking anywhere on the school site at any time. This applies to staff, pupils, visitors, and contractors and also applies to adults accompanying children on school trips.

Equal Opportunities

Our school works hard to ensure equal opportunities for all pupils. Every effort is made to ensure access to all parts of the curriculum by all pupils.

Emergency Contacts

Please ensure that school has up-to-date information on home address, telephone number and details of parents' place of employment in case of emergency. You will be asked to provide this information on a school record card when your child starts school so that we can contact you easily in case of illness or accident.

General School Information

Induction programme for starting Reception

Children enter the reception class in the September of the school year in which they reach the age of five. Most of our children attend our Foundation Stage Unit and so are very familiar with the environment. For those children coming to us from other settings we have a programme of induction, which includes the invitation for children to visit school before the summer holidays. The children meet their new teacher and become familiar with the school and class environment. We hope that they become confident in their new surroundings. The Foundation Stage Unit is bright and welcoming and furnished with child appropriate equipment.

When your child first comes to school in September, if you feel he or she is not ready for a full time start straight away please let us know; we can be flexible about this for the first weeks.

A careful record of progression across the six areas of learning is maintained for every child. This is called the Foundation Stage Profile. This on-going assessment is discussed with parents periodically and they are invited to support their children in learning and in sharing their achievements. There is no testing involved with the process. The teacher makes a general assessment through observation and children completing simple and straightforward tasks.

Home and School Communications

Formal consultations are held at key points in the school year with a written report to parents in the summer term. However if you have any concerns about your child please do not wait until these times, teachers are always happy to meet with you to discuss your child's progress. The start of the school day can be a difficult time to talk to the teachers but we are always happy to make an appointment to meet you later in the day for a chat.

Jewellery

We strongly urge parents/guardians not to send children to school wearing jewellery.

The school cannot accept responsibility for its loss. **Children must not wear earrings to school.** In the event of ears being newly pierced and the studs found difficult to remove then they must be covered with plasters. First school children are engaged in a lot of close activity and earrings can be a potential source of injury to others as well as themselves. Parents are requested to respect this rule – it is for the health and safety of all pupils.

Fruit

Pupils are not allowed to bring sweets to school. Fresh fruit may be brought in for break time if parents feel it is necessary. The National Fruit Scheme provides children in nursery, reception, years 1 and 2 with fresh fruit every day.

Drinks in School

Milk is available in school and parents are asked to order it termly. Children receiving free school meals also get free milk as do children up to the age of 5. A charge is made for milk by Northumberland County Council.

We also encourage children to drink water during the school day and have provided all children with a water bottle. This should be taken home, washed and refilled every day.

We have drinking fountains that the children are free to use too but a bottle in the classroom allows them to take regular sips of water.

Sometimes parents ask if a child can have juice instead of water in their bottle. Advice from the dental service is that water is the best drink for children and for this reason we do not allow the children to substitute juice unless it is for medical reasons supported by a doctor.

School Clothing

Children wear blue shirts, school tie, and maroon v-necked jumper/cardigan. We prefer boys to wear short trousers in school. However, from 1st October to 31st March there is the option of wearing long trousers.

Girls are expected to wear a grey pinafore skirt or culottes. In summer girls wear pale blue/white checked summer dresses, boys wear polo-type shirts.

Shorts, tee-shirts and sandals are required for P.E. All items of clothing need to be marked clearly with the child's name.

When your child is young, fastening shoes can be really tricky. Velcro fasteners are the answer to a teacher's dream!

Lunch

Children are able to stay for school lunch or bring a packed lunch. Alternatively, they may return home for lunch. Lunch money for the week should be sent on Monday mornings in a purse or named container. Parents may also choose to pay for half a term's lunch in one payment. This facility can be arranged through the school secretary.

Families in receipt of Income Support are eligible to claim free school meals, however, parents must complete a FSM 1a request form before free school meals are granted. This form is available from school.

Our school website carries a link to the Northumberland school meals menus so that parents can see what the children have been offered for lunch.

If your child brings a packed lunch, please do not include sweets, fizzy drinks or glass bottles for safety reasons.

Swimming

In Classes 2, 3, 4 and 5 children attend the pool in Eyemouth for a weekly swimming session. A voluntary contribution to cover transport is required each week to ensure this service continues. Money should be sent on Monday morning.

Charging Policy

Parents may from time to time be asked to send money to school to support school activities, i.e. swimming, theatre visits, educational activities. Whilst we cannot insist on money being sent, we may have to cancel events if insufficient funds are raised. No child will be excluded from a trip or activity because of a family's financial circumstances.

Money in School

I am sure you can imagine the chaos that would result if children brought loose change in to school. When sending money to school please make sure it is in a purse or envelope clearly marked with the child's name and the purpose for which it has been sent.

Policies

Documentary information including aspects of the curriculum, syllabus, schemes of work, Ofsted inspection reports, agreed documents pertaining to Church Schools and the School Profile report from the governing body are available in school on request.

Homework

Children are encouraged to take reading books home and parents are asked to listen to them read every day. As the children reach years 2, 3 and 4 they may be asked to learn spellings and multiplication tables.

Transfer to Middle School

Children transfer at the age of nine (end of Year 4). The appropriate middle school for our catchment area is Berwick Middle School. We have a well established transfer system involving visits by the children and by the Middle school staff to ensure that the transition to the next phase of education goes smoothly.

Extra-Curricular Activities

We believe that extra-curricular activities make a vital contribution to the all round development of our pupils. We offer a variety of activities throughout the year, some lasting all year, others for short 6 week sessions. Some activities (mainly sporting) take place at the end of the school day; others take place during the school day at lunchtimes. All children are given the opportunity to take part in extra-curricular activities in years 2, 3 and 4.

Holidays during Term Time

We would prefer that holidays are **not** taken during the school term as the school year is carefully planned to ensure continuity and progression in all subjects. When children are absent from school they miss the opportunities offered by the curriculum and fall behind in their studies, which can sometimes lead to them becoming disillusioned with school.

If a holiday during term time is unavoidable, then a request for leave of absence must be made to the headteacher on a holiday form (available from the school office). The headteacher is able to sanction up to 10 days holiday in an academic year; any additional days will be counted as an unauthorised absence and will be shown on the child's school report.

Absence

Please let us know by telephone if your child will not be in school. If parents do not let the school know the reason for absence on the first day then the secretary will phone to ensure there are no problems.

The level of attendance during the last school year was **95%**. There were no unauthorised absences.

Data Protection

Schools, Local Authorities (LAs), the Department for Children, Schools and Families (DCFS), the government department which deals with education, the Qualifications and Curriculum Authority (QCA), Ofsted and the Learning and Skills Council (LSC) all process information on pupils in order to run the education system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

Schools hold information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LAs, the DCFS and to agencies, such as QCA, Ofsted and LSC, which are prescribed by law.

These agencies also use the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DCFS in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Ofsted uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

The **Learning and Skills Council** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

The **Department for Children, Schools, and Families (DCSF)** uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DCSF will feed back to LAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school. The DCSF will also provide Ofsted with pupil level data for use in school inspection. Where relevant, pupil information

may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LAs and learning institutions to support their day to day business. The DCSF may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DCSF may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school - Holy Trinity CE Aided First School, Bell Tower Place, Berwick-Upon-Tweed. TD15 1NB
- the LEA's Data Protection Officer at County Hall, Morpeth, Northumberland, NE61 2EF;
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- the DCSF's Data Protection Officer at DCSF, Caxton House, Tothill Street, LONDON, SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.

SATs results

Holiday dates

Bible passages

Some useful Bible passages for parents and children:

Afraid	Psalm 56, Matthew 10 v 26-31, Hebrews 13 v 5-6
Conscious of failure	Hebrews 4 v 14-16
Disappointed	Romans 8 v 28, Philippians 4 v 19
Far from God	Psalm 139 v 1-8, Luke 15 v 11-25, Acts 17 v 22-30
Lonely	Psalm 25 v 16-18, Psalm 27, John 14 v 15-21
Worn out	Matthew 11 v 28-30, 2 Corinthians 4 v 16-18
Bereaved	1 Thessalonians 4 v 13-18
Depressed	Psalm 34, Psalm 42, Romans 8 v 28
Let down by friends	Matthew 28 v 20, 2 Timothy 4 v 16-18
Worried and anxious	Psalm 46, Matthew 6 v 25-34, 1 Peter 5 v 7
Need courage	Acts 4 v 13-31, Ephesians 6 v 10-18
Need forgiveness	Psalm 32 v 1-7, Psalm 51, 1 John 1 v 9
Peace	Psalm 34 v 14, John 14 v 27, John 16 v 33
Strength	Nebemiah 8 v 10, Psalm 27 v 1, Romans 5 v 6
To know God accepts you	John 3 v 16, 1 John 5 v 12
Want to talk to God?	Luke 11 v 1-13

And Finally

Thank you for reading our school prospectus. We hope you are now well informed about the life of Holy Trinity First School. We are proud of our high standards in teaching and of our pupils' achievements in every aspect of the curriculum. Evidence of our accomplishments is reflected in full classrooms and high standards of behaviour.

Out of the Mouths of Babes

Please take time to read the comments from some of our Key Stage 2 pupils. This is what they think of their school.

"I feel happy at school because I have lots of friends."

"Our Sports day is great"

"We are a healthy school."

"Our school dinners are yummy!"

"I love everything about school"

"I love the way girls play football and rugby."

"When you're new you're made to feel welcome."

"We have two councils at our school. One looks after the school, the other makes sure we look after the world."

"I like my teachers because they are kind."

"This school is a special place for me."

"I think there's nothing at all bad about our school."

"We get great rewards like Simply the Best and Certificates."

"This school is a healthy place to be. This school is just fab for me."

"My rating for our school is 10/10."

Please Note: The particulars contained in this prospectus were correct when written in October 2010. It is not, however, to be assumed that there will be no changes before the start of or during the said year or in relation to subsequent school years.