

Paul Primary School

School Prospectus 2017 - 2018



Perserverance Promotes Success

Head Teacher: Mr Paul Rowe
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ETHOS AND VALUES

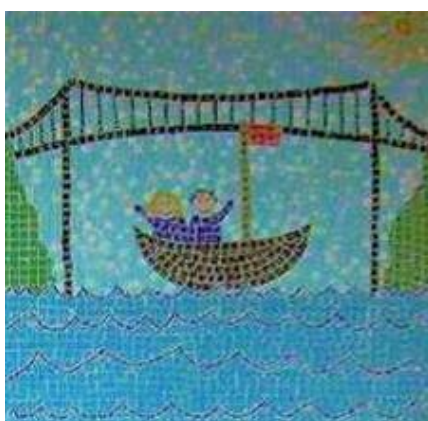
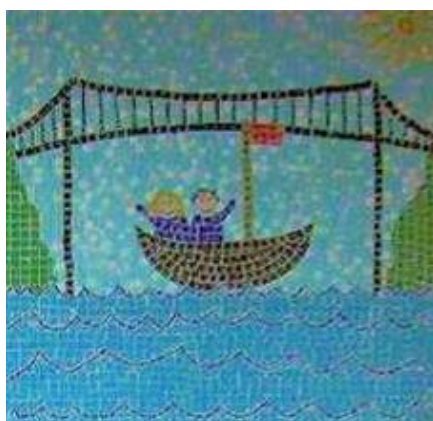
At Paull Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy.

We aim to prepare children for adult life through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

STAFF

Headteacher	Mr P Rowe
Teachers	Mr A Watson Mrs B Watts Miss J Nagy
Nursery Nurse	Miss K Doney
Teaching Assistants	Mrs J Threlfall Mrs A Newby Mrs E Beadle Mr R Shaw
School Business Manager	Mrs C Good
Clerical Assistant	Miss H Ramsdale
Clerical Assistant	Miss H Gale
Office Assistant	Mrs M Witty
Caretaker	Ms C Monkman
Cleaner	Mrs S Hughes
Supervisory Assistants	Mrs M Dalby Miss H Gale
Kitchen Assistant	Mrs Joanne Harrison
Lunchtime Play Leader	Mrs M Witty Mrs J Kelly
Breakfast Club	Mrs J Harrison Mrs J Kelly

After School Care Club





GOVERNORS

The strategic role of the governors is one of monitoring and evaluation to support the head and his staff. We help them to set and reach targets and to strive for excellence across the whole spectrum of school life. The Governing Body consists of three sub-committees:

Leadership and Management Committee

The Leadership and Management Committee works with the Head Teacher and School Business Manager to set the annual school budget, monitor spending during the year, agree any variations, and ensure that we operate within the overall budget. There are times when we have to decide priorities if there are insufficient funds to do everything that we would wish and, in the past, we have had to lobby the Local Authority for additional funding. They provide support and guidance to the Head Teacher on all personnel matters. This typically includes appointment of new staff members, pay and conditions, grievance and disciplinary matters, Performance Management, and staff development, motivation and morale.

Teaching and Learning Committee

The Teaching and Learning Committee meets to ensure that the EYFS and National Curriculum and its assessment procedures are carried out in full. To review and monitor the information relating to school performance and to review all relevant policies. The committee is responsible for monitoring and reporting on the Achievement of Pupils and Quality of Teaching within the school.

Behaviour, Premises and Safety Committee

The committee meets to monitor and evaluate all aspects of cleanliness, maintenance, condition of buildings, play equipment, grounds and environment. It works with the Head Teacher in developing a strategic programme for building and maintenance. Making sure policies such as Health and Safety are up to date and adhered too. The committee also monitors the behaviour of the children and safeguarding within the school.

Our Governors

Chair Mr Steve Dale

Vice Chair **To be confirmed at Full Governors on 16.11.17**

Staff Mr P Rowe
Mrs J Threlfall

Parent Mrs M Witty
Mrs C Hicks
Mrs A Knight
Mrs C Cutsforth

Authority

Co-Opted Mrs C Good
Mrs D Davis
Mrs L Kelly

HISTORY OF THE SCHOOL



The first recorded opening of the doors to Paull Primary School is on March 17th 1873. However the plaque on the building states it was opened in 1863.

Below is a photo of the children of Paull School in the early 1890's with Head teacher Mr Priddy and sewing mistress Mrs Priddy.



Paull School has changed a lot since it was built over one hundred and fifty years ago. When it was first built it was just a room with a door onto Main Street and an open fire to keep it warm.

The first toilets were in an old cowshed across the yard and they were earth closets. Once a week they were cleaned out and emptied into the river. In 1956 flush toilets were installed, still in the old cowshed!

During the War an air raid shelter was built for the children and teachers. It remained, used for storage, until 2005 when it was demolished as part of the new build and refurbishment of the school.

In 2002 the school was threatened with closure. The people in the village campaigned to keep open the school in which many of them had been educated and which was an important part of the village and village life. The campaign was successful; the school stayed open and thereafter began a new phase in its history.

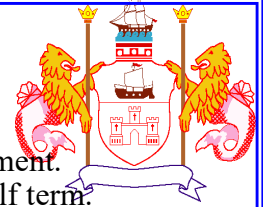
A new Head teacher came to the school, there was a lot of reorganisation, the school started to improve and be successful, everyone worked very hard and then the LEA granted the school £650,000 to extend and refurbish the existing building.

The school has archive books, which do make interesting reading and are a fantastic look back to how children were taught and what they used to get up to. *From March 3rd 1947—A continuous spell of bad weather has caused a poor attendance this week. During the 'gardens' lesson the boys took spades and cleared the ice and snow from around the school.*

The school had a new builds in March 2006 and in October 2016. The school now has three purposeful classrooms offering excellent facilities for all ages from three to eleven.

It is now an exciting, interesting place where children are happy and learn in a safe and friendly environment.

ATTENDANCE



As you will understand, your child's attendance at school is very important to their development.

At Paull Primary School we celebrate good attenders with an attendance certificate every half term.

The Department for Education requires schools to keep detailed records relating to absence.

Absence does affect school work which is fundamental to a child's progress. On advice from the DfE parents should, wherever possible, try to take family holidays out of term time.

We ask parents to help us to record absence by remembering the following:

- If a child is sick please send a note or telephone at the start of the illness.
- If a child is absent during the term time other than for illness please complete a form available from the school office.
- If a child has an appointment, e.g. dentist/doctor, please send a note or inform the office.
- If a child has to be absent for any other reason e.g. bereavement, please send a note or telephone.

LATE ARRIVALS

We operate a 'late book'. To comply with DfE guidelines the class register will close half an hour after the start of school i.e. at 9.30 am. Parents of any child arriving late (after 9.05am) will be asked to sign the book, noting the time of arrival. If a child arrives before 9.30 this will be recorded in the register as 'late before registration closed' but any child arriving after 9.30 am will have their arrival recorded as 'late after registration closed' and this will be classed as an unauthorised absence on the pupil's record. Habitual lateness will be followed up by a home visit from the Education Welfare Officer. We have the best interests of the pupils at the heart of this policy. If children are regularly late they will miss lesson time, may miss important instructions and will feel left out of their peer group.

HOMETIME ARRANGEMENTS

We ask parents to inform the school of any changes to home time arrangements. If your child is in KS2 and you wish for them to be able to walk home alone please call into the office to sign a form.

BREAKFAST CLUB

The school runs a breakfast club before school and children arrive at different times starting from 7:45. There is a selection of cereals, toast and drinks available.

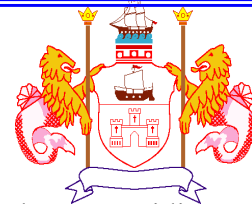
ILLNESS AT SCHOOL

Please ensure that you have given the school a list of emergency contact names and telephone numbers and it is important to inform the school office of any changes to these. If your child becomes ill during the school day we will make every effort to contact you.

MEDICINE

The school are only allowed to administer medicine prescribed by a doctor. If your child is fit to return to school but still needs to take medicine, you must inform the school office and complete a medication in school form.

The school maintains a specific medical needs register and parents are asked to inform school if their child has any medical needs i.e. allergies/asthma. It is also important that the school is aware of his/her needs so that provision can be made for the storage and taking of medication or administering first aid.



ADMISSIONS

The school's current admission arrangements adhere to the published criteria contained in the East Riding of Yorkshire Schools' Guide. It is important to note that children who attend the Foundation Stage Unit are not automatically guaranteed a place in school. Children commence full time attendance in the September of the year in which they are five years old.

Appointments are made for parents to visit the Foundation stage Unit and the school before their children are due to start in order to discuss any concerns they may have.

Part time admission dates:

Children whose 3rd birthday occurs between September and December will be admitted to the Unit in the Spring term

Children whose 3rd birthday occurs between January and March will be admitted to the Unit in the Summer term

Children whose 3rd birthday occurs between April and August will be admitted to the Unit in the Autumn term

Full time admission dates:

Children whose 5th birthday occurs between 1st September and 31st August will commence full time from the beginning of that school year.

Full time session times are as follows:

Monday	9.00 – 12.00; 13.00 - 3.30
Tuesday	9.00 – 12.00; 13.00 - 3.30
Wednesday	9.00 – 12.00; 13.00 - 3.30
Thursday	9.00 – 12.00; 13.00 - 3.30
Friday	9.00 – 12.00; 13.00 - 3.30

Flexible provision is available for Nursery children. Session times are as follows:

Monday	9:00 – 12:00; 12.30 - 3.30
Tuesday	9:00 – 12:00; 12.30 - 3.30
Wednesday	9:00 – 12:00; 12.30 - 3.30
Thursday	9:00 – 12:00; 12.30 - 3.30
Friday	9:00 – 12:00; 12.30 - 3.30

SCHOOL TRANSFER

Children leave our school at the end of the summer term of the academic year in which they will be eleven. Most of our pupils transfer to South Holderness Technology College. A close liaison is maintained with the secondary schools to ensure a smooth transition. The children visit their secondary school in the summer term and the head of year 7 comes to visit the children in their primary school. Occasionally it is necessary for families to transfer children to another school during the course of the school year. If you find you are in this position, please try and give the school as much notice as possible.



SCHOOL INSPECTION—OFSTED



On 12th November 2013 we had an Ofsted Inspection.

The inspector spent two days in the school; meeting with groups of pupils, a member of the governing body and members of staff. She observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress and records on safeguarding, health and safety, and attendance.

The Inspector summarised his findings as follows:

- *Paull Primary is a school where every pupil matters. As a result, they enjoy school, feel safe and are extremely happy.*
- *Pupils behave exceptionally well in this school. Pupils describe it as being like 'one big cosy family.'*
- *Pupils make good progress from their starting points so that by the end of Year 6 their overall attainment is generally average.*
- *Reading for pleasure is promoted well throughout the school.*
- *Pupils' enthusiastic responses to teacher's comments and feedback make a significant contribution to the good progress they make.*
- *Pupils behaviour is outstanding because the school has high expectations of how well they conduct themselves. Behaviour is characterised by pupils' very strong relationships, exemplary manners, respect for one another, the way in which they conduct themselves round the school and their extremely positive attitudes to learning.*
- *The curriculum is exciting and takes in to account the needs and interests of pupils.*
- *Teaching is good with some that is outstanding.*
- *Teachers plan work and activities that are exciting and which are well-matched to pupils' abilities.*
- *The school engages extremely well with parents.*
- *The Headteacher provides highly effective leadership and management.*
- *The governing body plays an important and successful role in supporting and challenging the school.*

The overall judgement was Paull Primary School is a '**good**' school.

The area for the school to improve on is within the School's Development Plan:-

- Increase the proportion of outstanding teaching and raise the pupil attainment.

The full Ofsted report can be viewed at www.ofsted.gov.uk or copy can be requested from the School Office.

Privacy Notice - Data Protection Act 1998



We **Paull Primary School** are a data controller for the purposes of the Data Protection Act. We collect personal information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data to:

Support your learning;

Monitor and report on your progress;

Provide appropriate pastoral care, and

Assess how well we are doing.

Information about you that we hold includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs you may have and relevant medical information. If you are enrolling for post 14 qualifications the Learning Records Service will give us your unique learner number (ULN) and may also give us details about your learning or qualifications.

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

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education.

We are required by law to pass some information about you to the Department for Education (DfE) and, in turn, this will be available for the use of the LA.

If you want to receive a copy of the information about you that we hold or share, please contact **The School Business Manager**

If you need more information about how the LA and DfE store and use your information, then please go to the following websites:

<http://unixinet.eastriding.gov.uk/schools/> or

<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/>

<http://www.teachernet.gov.uk/management/ims/datamanagement/privacynotices/pupilsdata/thirdpartyorgs/>

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you cannot access these websites, please contact the LA or DfE as follows:

Data Protection Co-ordinator Gareth Hughes Tel 01482 391430 – Email gareth.hughes@eastriding.gov.uk

Public Communications Unit

Department for Education

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

Website: www.education.gov.uk

Email: <http://www.education.gov.uk/help/contactus>

Tel: 0370 000 2288

Attendance information is **NOT** collected as part of the Censuses for the Department for Education for the following pupils / children - a) in Nursery schools; b) aged under 4 years in Maintained schools; c) in Alternative Provision; and d) in Early Years Settings. This footnote can be removed where Local Authorities collect such attendance information for their own specific purposes.

Local Authority to provide a link to their website with information on uses they make of data and any other organisations they share data with.



Safeguarding and Child Protection



Paull Primary School is committed to safeguarding and promoting the welfare of children and expects 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 or to view on the school website.

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.

Our Child Protection Officer (CPO) is Mr Paul Rowe (Head Teacher) Deputy child Protection Officer (DCPO) is Mrs Bethan Watts (Classroom Teacher) and our Child Protection Governor is Mrs Angela Knight.

The school is part of Operations Encompass, which is where the Police report to schools before 9am on a school day when a child has been involved or exposed To domestic abuse incident the previous evening.



E-Safety

Paull Primary School is aware that technology and the internet are an important part of modern life. We therefore encourage and promote e-safety within school and at home. The school takes various precautions to ensure that the children are protected in school from any possible threats from internet use and they are taught some of the precautions they can take to ensure they are safe in their home life. We are aware that children are probably more in touch with technology because they have grown up with it and encourage them to share their experiences of the internet and technology use.

Staff at the school also have high standards ensuring data protection of information and the correct and appropriate use of IT resources. The school has the necessary security and filtering systems to ensure that information is adequately protected.

If you want further information on e-safety at home for your child you can refer to <http://www.kidsmart.org.uk>



Click Clever, Click Safe



We only use the Internet when an adult is with us.

We search the Internet to help us learn.



We always ask for help if we get lost on the Internet.

We immediately close any website we don't like.

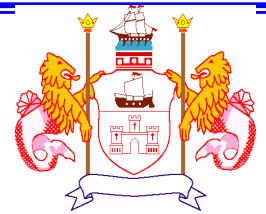


We tell an adult if we see anything we are unhappy with.

We are always polite and friendly when we communicate on the Internet.



SCHOOL UNIFORM



The wearing of school uniform contributes to our shared identity and is valued by the whole school community.

The school uniform is as follows:-

Grey / black trousers / skirt

Blue, white or grey shirt / blouse or a school polo T-shirt

Blue jumper or school sweatshirt or sweat cardigan

Blue summer dress

We try to encourage a good standard of dress and grooming suitable for working in, and do not permit the wearing of jeans or tracksuits in the classroom.

All children are expected to have a good sturdy pair of shoes for school.

Dyed hair, tattoos and nail varnish for pupils are not appropriate. Children are not allowed to wear jewellery for school, with the exception of stud earrings.

School uniform is available to purchase from www.ccenterprises.co.uk under online school ordering or if you do not have access to the internet contact the school office.

If you are unsure about anything, please speak with the Head teacher.

SCHOOL MEALS

We provide a hot school meal service, which is prepared at Inmans Primary School and brought in. The meals cost £2.30 per day or a weekly Meal Deal can be purchased for £10.00 per week.

Alternatively children may bring a packed lunch from home or they are permitted to go home for lunch. The lunchtime supervisors ensure all children going home for lunch are collected and checked out.

Lunches are eaten in the school hall under the supervision of two lunchtime supervisors.

After the children have eaten their lunch they are able to go outside, where a Play Leader organises activities for the children.

Fresh fruit is available to all Key Stage 1 children in the morning and Key Stage 2 children are allowed to bring in fruit or vegetables for morning break time. Sweets are not allowed in school and parent are asked not to include sweets in the packed lunch. Chocolate/biscuit snack bars are acceptable.

If your child is eligible for a free school meals, please contact the East Riding Area Education Office at the address below for an application form and inform the school office:-

Pupil Service
Education, Leisure and Libraries
East Riding of Yorkshire Council
County Hall
Beverley
HU17 9BA
Tel:- 01482 88700

OUR CURRICULUM



Paull Primary School has adopted The Chris Quigley Milestones (CQM) as its curriculum planning and assessment tool. The CQM draws together the curriculum, allows flexibility and spontaneity, provides a cross curricular vehicle for teaching and learning, encourages independent learning skills and more collaborative learning. A curriculum wheel is created each term based on a common theme and ideas for the terms planning, visits/visitors and activities are detailed. This wheel is used throughout the school so all Key Stages are linked to the overall theme.

Communication and Language

Reading – Learning to read is vital. Children learn to read in different ways and at different rates. We use a wide variety of books and reading resources in the school; children are able to select picture books, poetry books, fiction and non fiction books. We operate a home / school reading scheme so children can take books home regularly, since parents also play an important part in their children’ reading development. Children read on their own, in pairs, in smalls groups (using reciprocal reading) and in front of the class. Using different approaches to reading helps with the enjoyment as well as sharing of a good book.

Writing – All young children love to write from an early stage, they make marks on paper and ‘read’ the message they have written. Children will be involved in a wide range of writing activities whilst at Paull Primary School. The children write in different genres and all types of lessons. The school uses rewards and encourages quality writing from an early age.

Speaking and Listening – All the children love to play their part in communicating with each other. They do this through talk partners, group work and talking in front of the class. Drama activities also promote speaking and listening and the children enjoy performing to their friends, staff and parents at special events. It is important for children to be good communicators for them to develop reading skills and to understand a wide range of vocabulary.

Literacy

We enable children to take part in an assortment of activities to develop their skills in literacy. Children are exposed to and encouraged to write a variety of text types, such as; stories, letters, instructions, reports and poems. The children have access to a variety of ways of learning and use role play, group and paired work and technology to develop skills.

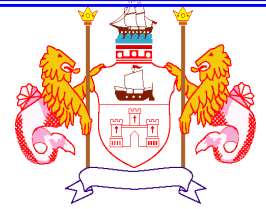
Mathematics

While your child is at Paull Primary School, they will take part in a range of activities to encourage their learning in this area. This will include; learning in numbers and calculations, using them in everyday situations, gaining knowledge about space, shape and patterns, developing and understanding of quantity and measure, becoming confident in using money and being able to make and interpret graphs and charts. The children will also have an opportunity to use computers and DS’s to support maths.

Understanding the World

The international dimension in our curriculum allows children to gain knowledge and understanding of different countries and cultures. Through a cross curricular approach, children develop a love of links between Science, RE, History, Geography, ICT and DT. We ensure pupils have opportunity to learn through the landscape and environment. The school grounds have numerous planting areas and an environment area where the children help to nurture fruit and vegetables. This is used to extend geographical and scientific skills. Children use DT to solve problems through planning, constructing and evaluating designs. At Paull Primary School, ICT is used across a number of subjects and the interactive whiteboards are used throughout the school to help teach the subject. The school has a range of quality technologies and different peripherals to engage and enthuse learning. Children use the computers for word processing, data handling, research and control.

OUR CURRICULUM CONTINUED...



Expressive Arts and Design

Paull Primary School recognises the importance of the Arts. We believe that the Arts are a powerful, unique form of communication that can change the way pupils feel, think and act. They bring together intellect, feelings and enables personal expression, reflection and emotional development. They encourage active involvement in different forms of music making dance, drama, design, art both individually and communal, developing a sense of togetherness. They help increase pupils self-esteem, self-discipline, creativity, aesthetic sensitivity and fulfilment.

Personal, Social and Emotional Development

This area of the curriculum is a imperative part of the children's learning at school. It is an area of learning that covers the whole child's development and will influence how your child learns throughout his / her time at Paull Primary and beyond. It is about learning to share, being a good communicator and tolerant of others, developing independence and group skills, self worth, making decisions and learning how to behave appropriately. Children will be able to learn to express their feelings and deal with issues of right and wrong. They will be able to respond with knowledge and understanding to different cultures and religions.

Physical Development

P.E. is essentially a tool for learning, communication, discovering what the human body is capable of and promoting a positive attitude towards an active and healthy lifestyle. Pupils will acquire and develop skills then apply them to suit an activity. They will develop their ideas in a creative way and set targets for themselves and compete against others, individually and as a team. The school has achieved Gold Sports Mark and provides after school clubs, competitions and tournaments in a variety of sports.

INCLUSION

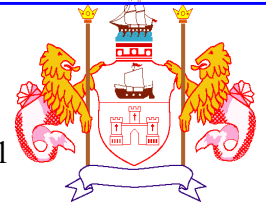
Paull Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. We ensure inclusive learning for all and have a stimulating environment for all. The school adapts lessons and activities for all to be involved and succeed. Paull offers as many experiences as possible for children to reach their potential so they have the confidence to 'include' themselves in new activities in later life.

BRITISH VALUES

Paull Primary School will promote British Values throughout the curriculum to ensure pupils understand:

- While different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.
 - That they should support the rule of English civil and criminal law. The school will not teach anything that undermines this and parents will be made aware.
 - When learning about religions and religious law, particular care will be taken to explore the relationship between state and religious law. They should understand about the tolerance of those of different faiths and beliefs.
 - Pupils will be made aware of the difference between the law of the land and religious law.
- Pupils will be taught about democracy, individual liberty and mutual respect.

CLASS SIZES AND ORGANISATION



Paull Primary School has 57 children in attendance. The children range from the age of 3—11 and are split in to three age areas; Early Years, Key Stage 1 and Key Stage 2. Early Years, Year 1 and Year 2 are taught in Class 1. Years 2 and 3 are taught in Class 2 and Years 4, 5 and 6 in Class 3.

Current numbers in school:

Class 1

Early Years - 11

Year 1 - 6

Year 2 - 3

Class 2

Year 2 - 9

Year 3 - 12

Class 3

Year 4 - 5

Year 5 - 5

Year 6 - 6

Each year the organisation of the classes is discussed by the Governing Body to ensure the best education for all the children in the school.

The school has six rooms to teach the children; three set classrooms, a library, a meeting room and a hall.

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage at Paull Primary School, follows the EYFS curriculum guidance for all children aged from birth to five years. The provision is a continuation of the good work of local Pre schools and Nurseries. The children enjoy learning across 7 areas, these areas are:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the world

Expressive Arts and Design.

TEACHER ASSESSMENT AND TESTS

Teacher assessment is carried out termly to track the progress of children and identify interventions that may be required.

End of Key Stage tests are carried out in accordance to government requirements. The school also carry out in house testing regularly through the year, which gives the staff a level of learning under test conditions. The results of tests and end of year teacher assessment is shared with parents.

Year 1 children carry out phonics screening tests and this information is also fed back to parents.

2016 RESULTS



Early Years Foundations Stage

Percentage of pupils who achieved a Good Level of Development. (13 children in 2016 and 5 in 2017)

	Achieved 2016	Achieved 2017
School	54%	80%
National	69%	71%

Phonics Screening Check

Percentage of pupils meeting the expected standard in the year one phonics screening check.

There were 12 children in the Year 1 cohort who took the test in 2016. (Cumulative 6 children out of 7)

There were 2 children in the Year 2 cohort who took the test in 2016.

There were 12 children in the Year 1 cohort who took the test in 2017. (Cumulative 6 children out of 7)

There were 4 children in the Year 2 cohort who took the test in 2017.

		2016	2017
Pass (%) Year 1	School	75	75
	National	81	81

		2016	2017
Pass (%) Year 2	School	86	92
	National	91	92

Key Stage 1

Percentage of pupils working at Age Related Expectations at Key Stage 1 in 2017.

There were 12 children in the cohort.

		Below	Inline	Above
Reading	School	25	50	25
	National	24	51	25
Writing	School	41	42	17
	National	32	52	16
Maths	School	17	58	25
	National	25	57	21

Key is

Per-surpassing each level at Key Stage 2 in 2017.

There were 14 children in the cohort.

Stage 2—Paull Primary 'above floor standings.'

centage of pupils attaining or

	School	National
% of pupils achieving the expected standard in Reading, Writing and Maths	50%	61%
Average progress in Reading	-2.6	n/a
Average progress in Writing	-0.9	n/a
Average progress in Maths	-0.7	n/a
% of pupils achieving a high level of attainment Reading, Writing and Maths	0%	9%
Average scaled score in Reading	101.1	104
Average scaled score in Maths	103.1	104
% of pupils achieving the expected standard in Writing (Teacher assessment)	79%	77%



SPECIAL EDUCATIONAL NEEDS

Children with special educational needs may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

If our assessments show that a child may have barrier to learning, we use a range of strategies that make full use of all available classroom and school resources. The Special Educational Needs Coordinator (SENCO) will become involved if the teacher and parents/carers feel that the child would benefit from further support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher and SENCO will keep parents or carers informed and draw upon them for additional information. The teacher will plan short-term targets set for the child and discuss them with the child and parents. These targets will be reviewed at Parents Evenings.

If the review identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used by the teacher in class. External support services will provide information to create an Individual Education Plan. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

The school has children who have an Education Health Care Plan and there is a designed EHCP coordinator for that child within the Local Authority. An EHCP is a document which sets out the education, health and social care needs a child has and the support that is necessary to cater for those needs. The EHCP is a legally binding document and reviewed at least annually with all relevant parties.

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers.

BEHAVIOUR

At Paull Primary School we aim to create a happy and caring environment where adults and children feel valued and supported and where children are provided with clear expectations of their behaviour and a framework which offers support and guidance.

We believe all children and adults connected with the school have certain rights and also a set of responsibilities. These allow them to fulfil their role within the school.

We expect our children to follow three rules:-

1. We follow instructions
2. We use positive language
3. We keep control of our hands, feet and objects

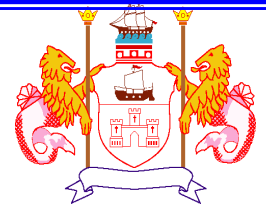
We expect our parents to:

- make the class teacher aware of any concerns or problems that might affect their child's work or behaviour
- support the school's policies and guidelines for behaviour support their child in home learning

Children receive rewards as individuals and in classes. The school uses Class Dojo as a reward system, which also allows the school to share learning experiences with parents. Children are given responsibilities around the school and support each other well.

Children who misbehave will be dealt with in line with school's Behaviour Policy.

In the event of a child's behaviour persistently causing concern, parents will be asked to come in to school to discuss this. Children whose behaviour is seriously disruptive, destructive or dangerous to others may be excluded from school for a fixed period or for the duration of the lunch break.



PARENTS

During the summer term parents receive a written report about their child's progress over the academic year. Parent consultation evenings are held in the autumn, spring and summer terms.

We are always pleased to make arrangements to see parents before 8:40am or after 3:30pm on any school day. If you wish to make an appointment to see a member of staff please call in at the office or telephone the school.

As a school we seek to keep parents informed of new and ongoing developments. One way we address this is by offering the opportunity for parents to meet with the Head teacher during coffee mornings, which are held every half term. There are also good work assemblies every term, where children show their best pieces of work during that term.

Parents are also invited to attend when we have visits from external specialists as part the school's cross curricular activities.

We value the contribution parents and other interested adults can make in supporting the school e.g. transporting children, hearing children read, helping with gardening.

Please put your child's name on **EVERYTHING**, then anything lost can be easily returned. We have a lost property cupboard near the cloakroom and from time to time lost property is displayed so that items can be retrieved.

Please do not allow your child to bring toys or mobile phones to school.

COMMUNICATIONS

The school sends a half termly newsletter to keep parents informed of activities and learning taken place in school. The class teachers inform parents of class and school events coming up and share the children's learning through the website: blogs, Twitter and Facebook. This is proving very popular as our website viewers can see the broad curriculum and opportunities Paull Primary School provides.

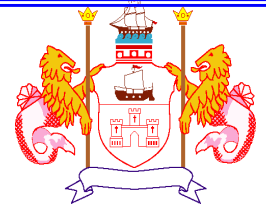
We also send home text messages and use The Contact Group to email information to parents about events and use a 'scribble board' out side the rear entrance of the school to further inform parents of up and coming events and give praise for past events.

EXTRA CURRICULAR ACTIVITIES

The provision of extra curricular activities supports the broad foundation we seek to provide for all children. Extra curricular activities vary in provision throughout the year and include different areas of activity, for example, cricket, singing, netball, judo, environment, ukulele, art, football, cookery, Spanish and film club.

Pupils are invited to try an extra curricular activity club after which they are encouraged to make a decision as to whether to join. On joining a club, pupils are expected to make a commitment to attend regularly. It may be necessary to introduce a charge for attendance at some clubs but details of these will be sent with the initial invitation to join. If a child wishes to stop attending a club the parent must put this in writing to the Teacher taking the club for the club register to be amended.





EDUCATIONAL VISITS

We believe that children's learning is enriched and enhanced by a variety of educational visits and visitors to the school throughout their time at Paull Primary School. Class trips are linked to topics to provide learners with first hand experiences, they are to places of interest that help stimulate and reinforce classroom activities. The school has adopted the LA Policy on 'Educational Visits'. Risk Assessments are carried out on all visits to ensure pupil safety at all times. The School and Governors reserve the right to seek voluntary contributions to cover such visits. Paull Primary School believe that children's learning is improved from visits and visitors and they also have a lot memorable experiences and fun!

SCHOOL COUNCIL

The school council take on responsibilities within the school and have organised events and special days where they have been in charge of implementation as well as funds. They help amend policies and give their opinion on important matters in and around school. The school also hosts Young Leaders who willingly support the younger children at play times. Year 5 and 6 take on responsibilities around school in different areas e.g lunch helpers, and as the previous Ofsted stated: *Pupils understand their rights and responsibilities and willingly take on jobs around the school. Many pupils only respect their classmates for the roles they take on and say, 'It's a good way of giving something back for all the things our teachers do for us.'*

GREEN TEAM

The Green Team is run by Mrs Threlfall and Mr Shaw, who take pride in working with children on raising and addressing 'green issues'. The team organise and run assemblies to educate the rest of the school such issues as; recycling, reusing, litter picking and saving energy.

The children all work very hard with in the Green Team and this year have achieved the Silver Award for Eco Schools. They are working hard now on putting their action plan into practice and to achieve the Green Flag Award. The children aim to make Paull Primary School a green, eco friendly and sustainable place to be.

THE GREAT OUTDOORS

Paull Primary School is a little bit like a tardis, as from the front the school looks like an old 19th Century school. However, when you walk through the school you reach the playground and large grounds. The school hosts a large playground with two sheltered areas, football goals, basketball nets and an 'octopus' ball catcher. It also has a playing field where the children play football and other sports throughout the year. On the playing field is a 10 metre traversing wall, which the children were awarded after a successful bid to BP Schools Link. The great outdoors has a small vegetable plot, which the children maintain under the guidance of Mrs Threlfall and Mr Shaw. There is a dedicated nursery area with lots of super resources for the children to play and learn with. The playground hosts a shed with play equipment and a large container with sports equipment and stored school items in. In 2012, the container was decorated by a Hull Graffiti artist and looks absolutely amazing.

The playground has a decking area under the large blossom tree. Then there is the environment area which has a trim trail, guinea pig mansion, sensory garden, investigation table and a wooden comfy corner.

The school grounds are great and the children love to learn outdoors.



COMMUNITY

‘Hand in hand, Paull Primary School works with its community, building strong links now and for the future.’

The village of Paull is situated on the River Humber and you can see the Humber Bridge. Paull has a church, St Andrew’s, and the school works with the church throughout the year, especially at Christmas, Easter, end of the school year, harvest festival and St Andrew’s Day.

A new village hall was opened in March 2013 and the community worked with each other to raise funds and make the build possible. The village hall hosts numerous events, which the children, parents, friends and family often attend.

The school has always been at the heart of the community and many parents and family members also attended the school.

A spirit of positive co-operation within the community enables a friendly atmosphere that is conducive to the creation of a helpful learning environment within Paull Primary School.

FOPS

The ‘Friends of Paull School’ was established by parents and friends of the school after a successful campaign against its possible closure in 2002. The Friends of Paull School Team is a group of likeminded people whose primary aim is to raise funds for the school. These funds go towards "extras" that cannot be funded directly by the school and also towards much needed equipment that requires our additional input.

Our second aim is more of a social one. We aim to make our events as inclusive as possible ensuring that they attract attention from across the village & community. There is also a very social aspect to being a member or helper of the FOPS. We are always looking to hear from people who would be willing to help out in any way and it is an ideal way of meeting new people who have the best interests of the school and their children at heart. In its time FOPS has raised thousands of pounds, which have been spent on improving equipment and resources to enhance our children’s education and the facilities in school in general. But FOPS is about much, much more than just fundraising. The FOPS exists to provide closer links between home and school, and it is an excellent way to bring staff, parents and friends together socially in support of the school, working towards a common goal. It is fun & rewarding too – just ask any of the FOPS committee members or helpers.

All parents and members of the school community can get involved if they want to, even if they only have a small amount of time available, and all parents are automatically members of the Association when their children join our school.

We always endeavor to spend our funds in ways that will benefit all our children across all areas of the school and curriculum. The money we raise is usually spent fairly quickly. That way, you can be sure that in supporting our school, your child/children will feel the benefit, along with everybody else.

Offering to help before events or at other times during the year is so valuable – it really is a case of ‘many hands make light work’. It doesn’t matter if you can’t help on a regular basis, or even if you can’t come into school. We really couldn’t achieve what we do without the unseen ‘army of help’ that exists in school.