



# Wheldrake with Thorganby C.E. Primary School



Working together to be the best we can be.

# Prospectus 2020-21



Thank you for the interest you have shown in Wheldrake with Thorganby CE Primary School. We have written this prospectus to give you an introduction to our school, its activities, aims and ethos. It can only give a small snapshot of what we do, but we hope you will find the information useful. We have divided our prospectus into 3 sections:

**Section 1 ABOUT US** - information about the school, staff and the classes.

**Section 2 WHAT WE DO** – Our curriculum, activities, partnerships with parents

**Section 3 PRACTICAL INFORMATION** – School times, Admissions Policy, uniform, PE kit, term dates etc.

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## **SECTION 1. ABOUT US**

*Letter from the headteacher:*

Dear Parents,

Our school is situated in the village of Wheldrake which is within the City of York (CYC) unitary authority. The school is a Church of England primary school catering for pupils between the ages of 4 and 11. Most of our pupils live in Wheldrake and Thorganby but some of our children come from surrounding farms and houses. We converted to academy status in July 2018 and are a member of the South York Multi Academy Trust alongside Fulford School, Dunnington CE Primary School and Archbishop of York CE Junior School.

The school has grown over the last 10 years and almost every class is full. Despite having around 220 children, we actively foster the feeling of belonging to a “village” school with a strong sense of family and community. We are delighted that visitors often comment on how happy, friendly and welcoming our school is. We have strong ties with the local church and we try to live up to our Christian values in everything we do. We are a fully inclusive school serving our local community and we warmly welcome children of all abilities and from families of all faiths, and of none.

The school was constructed in the mid-1970s and we are fortunate to have benefited from major improvement work with a large extension and remodelling of the building being completed in 2008. As a result we have modern facilities and well equipped classrooms to support and enhance the teaching and learning.

We are proud of our team of dedicated and enthusiastic teachers and support staff who are committed to helping every child flourish academically, socially and emotionally. We are also proud of the achievements of our children in the arts, sports and academic subjects. Our expectations are high and our pupils usually

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meet, or even exceed them, with standards in Year 6 assessments that are consistently above the national average.

We work hard to ensure that every child feels happy and secure in school and is encouraged to achieve their best. Parents are most welcome to come and have a look around – please ring the office to arrange a visit. We hope that your child will enjoy their time with us.

If you have any further questions about the school please do not hesitate to contact me.

Alison Shaw  
Headteacher



**Ethos statement of the Church of England for its schools:**



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

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

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## Wheldrake with Thorganby C.E. Primary School Vision and Aims

Wheldrake with Thorganby C.E. (Aided) School

 <p>Fostering creativity</p>	 <p>Encouraging excellence</p>	 <p>Building a thirst for knowledge</p>
 <p>A varied and exciting curriculum</p>	 <p>Christian values</p>	 <p>Life long learners</p>
 <p>Embrace local, global and cultural diversity</p>	 <p>Adults who communicate their own joy of learning and respect for others</p>	 <p>Celebrate success</p>

Wheldrake with Thorganby C.E. Primary School nurtures all children and adults to become lifelong learners, building a thirst for knowledge, encouraging excellence and fostering creativity through a varied and exciting curriculum. Our school Christian values of faith, hope and love underpin everything we do and are an umbrella of other values. We celebrate local, global and cultural diversity in our ever changing society.

Love your neighbour as yourselves. Matthew 22:39  
Let us encourage one another. Hebrews 10:25

Parents are very positive about the school and say that their children love being there.

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Miss S. Rams

Ofsted Jan 2014

<b>School Business Manager</b>	Mr. A. Thomas
<b>Administrator</b>	Mrs L. Wainwright
<b>Higher Level Teaching Assistant</b>	Mrs C. Pearce
<b>Teaching Assistants</b>	Mrs D. Butterfield
	Mrs J. Duguid
	Mrs V. Botterill
	Mrs K. Buttery
	Mrs N. Clinton
	Miss K Collyer
	Mrs J. Dawson
	Mrs E. Miller
	Mrs J. Powell
	Mrs A. Reynolds
	Mrs J. Richards
	Mrs L. Thorn

## **CLASSES**

We have 7 classes in school:

CLASS	TEACHER(S)	YEAR GROUP	KEY STAGE
Reception	Miss Tams	Reception	Foundation Stage
Class 1	Mrs Wainwright, Mrs Sagaas	Year 1	KS1
Class 2	Mrs Coleman, Mrs Clark	Year 2	KS1
Class 3	Mr Thomas	Year 3	KS2
Class 4	Mrs Childs, Mrs Ollerenshaw	Year 4	KS2
Class 5	Mrs Jackson	Year 5	KS2
Class 6	Mrs Thompson	Year 6	KS2

## **SCHOOL HOURS**

The school hours are:

08.55 a.m. –	12.00 noon	(KS1)
08.55 a.m. –	12.15 p.m.	(KS2)
1.10 p.m. –	3.20 p.m.	(KS1)
1.10 p.m. –	3.20 p.m.	(KS2)

Playtimes are:

10.45 a.m. –	11.00 a.m.	(KS1 and KS2)
2.30 p.m. –	2.40 p.m.	(KS1 only)

**Children are asked not to arrive at school before 8.45am. (or 1.00p.m. if they go home for lunch)**

## **SECTION 2 – WHAT WE DO**

### **OUR CURRICULUM**

Our team of enthusiastic and creative staff have children's learning and the development of life skills at the centre of everything we do. Teachers, teaching assistants and support staff all work together to encourage children to achieve their potential.

Our curriculum covers all the subjects of the National Curriculum for primary schools, – English, maths, science, religious education (RE), computing, history, geography, design and technology (DT), music, art and design, physical education (PE) and languages.

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## **ENGLISH**

The English curriculum is delivered through daily literacy lessons when children are introduced to all aspects of language including speaking and listening, reading, writing, drama and spelling. Phonics is taught from Reception. Literacy skills may also be taught within topic work.

Children are taught the necessary skills in whole class shared sessions and in smaller guided reading and writing groups.

### **Reading**

From first starting school children are taught phonics using the Letters and Sounds programme and phonics is an important element of our teaching throughout Key Stage 1. The reading scheme has a full range of fiction and non-fiction texts for use during independent and guided reading. It is supplemented by a wide variety of books by well-known children's authors. **As part of our homework policy we encourage parents**

**to find a quiet time to hear children read, or to read to them every night.** We really appreciate the time that parents devote to this and have no doubt about the positive impact it has in helping our children become such confident and competent readers.



As children move into KS2 they will continue to work on guided reading texts in small groups with the teacher, and may be set reading tasks to be carried out at home in advance of the next group session. Once again, parents are asked to encourage their child to read every night at home.

**Please ask in school if you would like more advice on ways of helping your child with this vital area of the curriculum.**

**Library** - We are fortunate to have a well-stocked library and all classes visit the library at least once a week to choose and exchange books. The library is also open after school one day per week for parents to visit with their children.

## **MATHS**

In our teaching of maths we put a large emphasis on mental strategies and oral work. A wide range of practical equipment and published materials, are used to support pupils' activities. Children receive a daily maths lesson although they also practise mathematical skills in other curriculum areas through their topic work. We set regular homework tasks, often practical, to back up and develop the learning that the children are experiencing in class.



Children are taught modern methods for calculations which may be unfamiliar to parents or other adults who are helping children with maths at home. We have a calculations policy on our website which outlines these methods, and staff are always happy to talk with parents and go through anything which seems a bit strange!

## **R.E**

As a voluntary aided church school, religious education is a core subject. All children gain an understanding of Christianity, as well as other world faiths, through lessons, collective worship, visits to places of worship

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and the regular weekly collective worship which is led by the local vicar.



### CROSS CURRICULAR TOPICS

We have designed our curriculum to link subjects together in a series of exciting and varied topics which children experience throughout the year. The topics include work in geography, history, science, art and design, design and technology and computing. Through these cross curricular topics we can:

- Relate learning to real life
- Plan opportunities for children to use and develop competences, such as teamwork and communication,
- Apply and practise literacy and numeracy skills in more meaningful contexts
- Create purposeful experiences for the children
- Make learning varied and fun

In addition to covering the content of the national curriculum we believe that our job in primary school is to help children acquire a range of skills for learning and for life. These life skills, or competences, cover:

- Learning
- Managing situations
- Relating to people
- Citizenship
- Managing information

Please ask in school if you would like to know more about each of these areas.



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### **Languages**

Children in KS2 have a weekly French lesson. The main emphasis is on developing good oral language skills, using games and songs, with some basic grammar for the older children.

### **Physical Education (PE)**

All children have two PE lessons a week. Swimming lessons are provided (usually in Years 3 and 4) and children are taken to a local pool to be taught by specialist staff. We are part of the York Schools Sports Network and specialist teachers come and work alongside our staff to deliver some PE sessions and offer extra-curricular activities.

### **Computing**

The computing curriculum is designed to help prepare pupils for the future. By KS2 children are taught a range of skills including designing, writing and debugging programs and learning about safe use of technology. We have a bank of iPads and 2 class sets of Chromebooks which are used to support learning across the curriculum using the Google G Drive.

### **Personal, Social, Health and Citizenship Education (PSHCE) and Sex and Relationship Education**

Our whole curriculum covers many aspects of health education, R.E. and personal and social education, and aims to:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils for the opportunities, responsibilities, and experiences of adult life.

In Upper Key Stage 2 the older children are taught a number of sessions specifically dealing with the aspects of sex and relationship education which have not been covered in these other curriculum areas. Reproduction is an element of the science national curriculum. Our policy for sex and relationship education is available from school or on the website and gives more detail about what is covered in the lessons. Children may be withdrawn from these sex education lessons at parental request, but we would ask you to discuss any concerns about this aspect of the curriculum with the class teacher or the headteacher before deciding to do so.

**“Every child is valued and cherished as a Child of God through the compassionate pastoral care, which is a strength of the school.”**

SIAMS inspection May 2019

### **THE WIDER CURRICULUM**

We aim to give children first hand and purposeful experiences to enrich their learning. These include:

**Working together**



- A wide range of curriculum based educational visits, including a residential trip for Y6 to an outdoor activity centre to develop team working skills
- Opportunities to join after school clubs covering a variety of artistic, musical and sporting interests
- Lots of visitors to school to enhance the curriculum eg. dance groups, theatre companies, representatives from community groups such as the police or fire brigade
- Themed days or weeks which also bring the whole school together around one topic such as Science Days, Arts Week, International Day etc.
- As a Global Learning Expert Centre we undertake a range of activities helping us learn about citizenship in a global context.

### **SCHOOL VISITS**

Throughout the year we arrange educational visits for the children. These visits are an extremely worthwhile part of the curriculum. They are often project-related. We do ask parents to contribute towards the cost of these trips as no other funds are available for this purpose. However, if parents are not able to meet the cost involved you are asked to contact the Headteacher as **no child will be excluded because his/her parents are unable to pay.** (The full policy on charging and remissions has been drawn up by the Governors, and is available from school.)

We are very grateful to parents who volunteer to help out on school trips. On most visits the teacher in charge will allocate a small group of children to each adult. Please note that parents will not usually be asked to supervise their own child. Parents who would like to help on trips are asked to contact the office for information about completing the new DBS (Disclosure & Barring Service) check – unfortunately CRBs that have been obtained through other organisations do not count for this purpose, however recent they are.



### **PASTORAL**

Children are primarily, by

teacher, with support from the Headteacher and other staff. We believe that a strong home/school relationship is fundamental to pastoral care. Parents are always welcome in school to discuss any problems. **Please let us know if there are any circumstances that may affect your child's happiness.**

### **CARE**

cared for, their class

**The level of care the school provides is very good**

**Ofsted Jan 2014**

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## **COMMUNITY LINKS**

We have close links with the local churches and other community groups. We welcome visitors from the community to share their experiences with the children. Our pupils are encouraged to play an active part in the community e.g. through carol singing to local elderly residents and fundraising for local, national and international charities. Our weekly newsletter, the Wheldrake with Thorganby Gazette is also used to share community news.

## **PERSONALISED LEARNING**

We are an inclusive school supporting all children's needs and abilities, including the most able, gifted or talented. *Every child is valued as an individual and this is reflected in our status as a Dyslexia Friendly School and our participation in the Inclusion Development Programme – are these out of date?.*

If a child experiences difficulties and needs extra help they will usually be taught within the normal classroom setting, sometimes with additional support from one of our team of experienced teaching assistants. Some pupils may also be withdrawn for specialised individual or small group help. We sometimes set additional homework to address children's specific difficulties and we greatly appreciate the support that parents can give with this.

Our Special Educational Needs and Disability policy is based on the latest Special Needs Code of Practice and has a staged approach to the identification of pupils with Special Needs. Our Special Educational Needs Co-ordinator (SENCO) can be contacted through school. Where appropriate, and in consultation with parents, we may seek the help of other professionals who specialise in supporting children with learning or behavioural difficulties. Parents will be involved and kept fully informed at each stage.

The Governors have nominated a governor, *Who is this now*, to have responsibility for Special Needs and Disability provision.

## **HOMEWORK**

We developed our homework policy in consultation with parents, and the amount and frequency of the homework varies according to the age of the child. At the beginning of each year class teachers will publish a timetable for their own class, setting out how much homework the children will be asked to complete, which days it will be set and when written assignments should be returned to school. Activities are related to the topics that the children are studying that half term and we hope that children and parents will enjoy extending their learning further.

We greatly value the time and effort that parents put in to supporting their child's learning. There are many ways in which you can help such as reading to your child, hearing them read, playing number or word games, baking with them, practising spelling and helping them learn their number tables. Please contact the teacher if you would like ideas on working at home with your child - it can be lots of fun!

## **COLLECTIVE WORSHIP**

In accordance with the 1988 Education Act, all children take part in a daily act of Collective Worship which is of a broadly Christian nature. The school is a Voluntary Aided Church of England school and a member of the local clergy leads a weekly act of collective worship.

*Parents have the right to withdraw their child from religious education and/or collective worship and they are asked to notify the Headteacher in writing should they wish to do so.*

## **SPECIAL ASSEMBLIES**

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We have special assemblies each Friday when we celebrate pupils' achievements. Parents may send in certificates/medals to celebrate children's achievements out of school, in activities such as music and sport. The most common activity seems to be swimming, but we have celebrated everything from karate to scuba diving!

Every class leads one assembly a year when parents and carers are invited to join us and see some of the work the children have been doing. These are popular events and you are encouraged to come early to get a seat!

### **CHILDREN'S PROGRESS**

Assessment of children's knowledge and understanding is important so that we can plan their future learning.

During the Reception year children are closely observed so that we can build up a clear picture of their social and academic development. At the end of the year this information is used to complete a Foundation Stage Profile for each child.

In Key Stage One and Two children's progress is assessed by their class teachers throughout the year, backed up by occasional tests. Pupils in Years 2 and 6 will also complete statutory end of Key Stage Tests (SATs) and children in Year 1 take the national phonics assessment in June.

Formal parent consultation evenings are held twice a year, in the Autumn and Spring terms. These meetings focus on children's progress against the individual targets that have been set for them, as well as their general well-being. Towards the end of each school year parents will also receive a full written report of progress, including the results of any statutory tests. In the Summer Term we hold an open afternoon where parents and carers may come and see their child/children's work, speak to the teachers and go to visit the classroom and teacher that their child will be with in the following September.

Parents/carers will always be informed if we have any major concerns about their child, and we hope you will contact us if you notice any problems at home. Meetings with the class teacher can be arranged before or after school, and the Headteacher is usually also available during the day. Unless the matter is very urgent we would ask parents to call in or ring to make an appointment with the member of staff they wish to see. Thank you.

**"Attainment and progress in core subjects for all pupils, including vulnerable, are in line with or above national average."**

SIAMS inspection May 2019

### **BEHAVIOUR and REWARDS**

We encourage and expect good behaviour. Simple school rules enable the school community to live and work together successfully and it is expected that each child will show care, consideration and respect for the other members of the school. Our whole school behaviour policy is based on the principles of positive assertive discipline and in addition to the whole school approach each class has its own rewards that are appropriate to the age of the children (stickers, marbles in the jar, class rewards etc).

The Key Stage Two children are grouped into four houses – Phoenix, Griffin, Dragons and Unicorns. Children are awarded "house points" for effort and achievement across the full range of school activities, from good manners to academic and sporting success. The house cup is presented to the winning house each week during Friday assembly. The house which gets the most house points in a half term get to choose a special reward.

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Each class teacher nominates two children to be their “Star of the Week”. This may be for academic effort or good behaviour. The children’s names and achievements are read out in assembly, displayed in a special book and listed on the weekly newsletter, the Gazette.

The lunchtime staff operate a Golden Spoon competition whereby good manners, trying new foods, playing well with others can be recognised. Names are put in a special box and a Key Stage 1 and Key Stage 2 pupil are picked each week for a reward.

Where a child’s behaviour causes serious concern parents will always be informed so that we can tackle any problems together. Copies of our full Behaviour policy are available from school on request.

It is most helpful if parents can inform school of any factors at home which may be causing distress or worry to a child, so that any resultant changes in behaviour can be dealt with appropriately and with understanding.

**Pupils are very friendly and polite; they work together well and are kind to others.  
They say that they feel safe and that they are looked after well.**

Ofsted Jan 2014

### **PARENTS/CARERS**

We are grateful for the active support of parents/carers many of whom give freely of their time and skills to help in the classroom and on whom we depend for many of our out of school activities and visits. Volunteers are always welcome! Please ask in school for information about the necessary DBS checks.

All parents are automatically members of the PTA who organise a wide range of social and fund-raising events that we hope you are able to support. Their assistance is invaluable in providing additional books and equipment for the benefit of all our pupils.

## **Section 3 - PRACTICAL INFORMATION**

**UNIFORM** Please see attached sheets.

Sweatshirts printed with the school logo, bookbags, water bottles and PE bags are available to buy from Uniforms Direct, but all other items can be purchased from high street retailers or supermarkets.

Jewellery and make up should not be worn in school. If a child has pierced ears, only sleepers or studs should be worn and these must be removed during P.E. to prevent injury to the wearer and to other pupils. If children are unable to remove studs from newly pierced ears they must bring tape to cover the earrings to prevent injury, either to themselves or other pupils. For this reason we ask parents to delay having their children’s ears pierced until the beginning of the summer holiday which allows time for the ears to heal, and for the child to learn to take out and replace earrings themselves.



***PLEASE MAKE SURE ALL ITEMS OF CLOTHING ARE CLEARLY MARKED WITH YOUR CHILD’S NAME.***

### **VALUABLES**

Children are not encouraged to bring items of value to school as we cannot accept responsibility for personal possessions. We do not allow pupils to use mobile phones or other personal electronic equipment on the premises.

### **LUNCHES**

Freshly cooked meals, including vegetarian options, are prepared daily in the school kitchen. Menus are planned to encourage healthy eating and comply with the latest food standards, and can be adapted to

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cater for special dietary requirements. Payments for meals may be on a half-termly or weekly basis - please contact the office for current prices. Most parents choose to pay online via ParentPay. New parents will be sent information to register to use this. If using cash, money should be sent to school via the class teacher at the beginning of the week in a sealed envelope or purse which is clearly marked with your child's name and class. Cheques for school meals should be payable to "CYC Wheldrake School".

All children in Reception and Key Stage 1 are entitled to a free meal. If you think your older child may be entitled to free school meals, please contact the office for an application form. All such matters are dealt with in strict confidence and we can give you information which may help you apply. If you are eligible for free school meals we would encourage you to apply even if your child chooses to bring a packed lunch. The school receives additional funding in its annual budget for each pupil who is registered as eligible for free meals regardless of take up, and it saves time for you if your child suddenly decides they want to have hot dinners!

### **PACKED LUNCHES**

Children may prefer to bring a packed lunch - please ensure all lunch boxes are clearly named. All the children sit together at tables in the hall at lunchtime, regardless of whether they have a hot meal or a packed lunch and are supervised by our lunchtime staff. For safety reasons parents are requested not to send in glass containers, hot food in thermos flasks, or knives. Please be aware that we are a nut free school.

### **HEALTHY EATING**

As part of a government scheme pupils in the Reception and Key Stage One classes receive a free portion of fruit or vegetable at playtime each morning. Key Stage 2 pupils are allowed to bring in a piece of fruit or raw vegetable as a playtime snack.

Children are encouraged to drink plenty of water during the day. Each child can bring a small water bottle (or we can provide them if required) and they can refill these from the taps in the classrooms as necessary.

### **HOLIDAYS**

Absence from school can be very disruptive to your child's education and the law changed in September 2013 preventing parents from taking family holidays during term time. If there is an exceptional circumstance for an absence, a form is available from the school office which must be completed giving dates for which your child will be absent and requesting authorisation for the absence. Attendance data is closely monitored by the Local Authority and any absence which is unexplained or taken without permission will be recorded as unauthorised and fines may be issued by the LA.

### **ILLNESS AND MEDICINES**

When children have to be absent from school because of illness please let us know as soon as possible – a quick telephone call is appreciated. When they return to school we will also need a written note explaining the reason for the absence, as we have to keep detailed records of all absences and without this they will have to be recorded as unauthorised. Thank you.

- In cases of sickness and/or diarrhoea we ask that children are kept at home until **48 hours after the symptoms have ended**.
- If your child is well enough to return to school but it is essential that they still take medicine during the day, parents may come in to school and administer their children's medication by arrangement with the Headteacher. If necessary, we are able to administer **prescribed** medicines in line with school policy, but complete written and signed instructions from parent/carer are required (forms are available from the school office). Medicines will not be accepted anywhere in school without prior agreement of the Headteacher. Non-prescribed medicines cannot be administered by staff.

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- If your child suffers from a medical condition which requires regular medication, such as diabetes, please come and talk to the Headteacher and special arrangements will be put in place.
- Parents of children with **asthma** are asked to let us know about their child's condition and keep us informed of any changes. Inhalers should always be easily available for children to access and are usually kept either by the child themselves or in the bottom drawer of the teacher's desk, depending on the age of child and type of inhaler.
- **Children should not bring any other medicines to school, including cough sweets or throat lozenges.**

Basic First Aid may be given in cases of minor accidents: All staff have regular emergency First Aid training and the trained First Aider for the school is Mrs. Marston. If we are at all concerned about a child we will contact you.

**IT IS ESSENTIAL THAT WE HAVE AN UP-TO-DATE EMERGENCY TELEPHONE NUMBER WHERE YOU, OR AN APPOINTED CONTACT PERSON, CAN BE REACHED.**

#### **CHANGE OF ADDRESS**

It is essential that you notify the school of any change in your address, place of work, e mail address, or telephone number so that our school records can be kept up-to-date. Please make sure that we have **contact numbers** in case your child is taken ill.

**We hope that your child has a happy time at our school.**



**Wheldrake with Thorganby Church of England Primary School**



**2020/21 Admissions Policy**

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***Unless otherwise stated, applications under this policy will be for a child born between 1 September 2015 and 31 August 2016 to start at the school in Reception in September 2020.***

Approved by Governing Body	
Next review due	September 2019

## **1. Introduction**

Wheldrake with Thorganby Church of England Primary School is a Church of England academy in the Diocese of York. It has been serving the young people of Wheldrake and Thorganby for over 40 years. It is a member of the South York Multi Academy Trust

**The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice for pupils aged 4 to 11.** It encourages an understanding of the meaning and significance of the Christian faith, and promotes Christian values through the experience it offers to all its pupils.

**As a Church of England school, we welcome applications from Christian families and those of other faiths and none.** We ask that all parents/carers applying for a place at the school respect the school's ethos and its importance to the whole community.

**The South York Multi Academy Trust is the Admissions Authority for the school.** The MAT is responsible for determining the school's admissions arrangements (including this policy) and deciding who can be offered a place in accordance with it. This admissions policy has been determined having had regard to the York Diocesan Board of Education's guidance and will be operated in accordance with City of York Council's co-ordinated admissions schemes (on which please see further below). All Admissions Authorities are required to act in accordance with the Department for Education's School Admissions Code and the relevant legislation and regulations.

For further details about how and when to apply, please see sections 2 and 5 below.

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## 2. Application Procedures and Timetable

*Please contact the school on 01904 553422 or [Wheldrake.school@york.gov.uk](mailto:Wheldrake.school@york.gov.uk) and/or your home local authority if you need any help in applying.*

### (a) Local Authority co-ordination of normal admissions round

The admission process for the normal admissions round (i.e. for admission to Reception) is always co-ordinated by local authorities.

**You should apply for a place at school in the normal admissions round by completing the online application form<sup>1</sup> of the local authority (Unitary or County Council) in the area in which you live (your “home” local authority) by 15 January 2020.** You should do this even if your “home” local authority is not the City of York Council, which is the relevant local authority area for the school.

The process will give you the ability to express ranked preferences for places at any state funded school/academy, whether or not they are within your home local authority area. This allows co-ordination to take place between your home local authority, the local authorities of the schools you have applied to (if different) and the Admissions Authorities for those schools. The Admissions Authority will rank the applications of all applicants naming the school as one of their preferences and provide this information to the local authority in which the school is situated to enable co-ordination. You will then receive an offer, via your home local authority, for the highest ranking school where a place is available.<sup>2</sup> This is so that parents/carers will receive only one offer of a place at a school for their child.

**You will receive your offer letter from your home local authority outlining your allocated school place by 16 April 2020 and should ensure that you carefully follow the instructions contained with that letter relating to taking up the place and any other relevant matters.** You will also be informed of any rights you have to appeal and the right to be placed on school waiting lists in this letter.

*If your home local authority is City of York Council, applications can be made online at [www.york.gov.uk/schooladmissions](http://www.york.gov.uk/schooladmissions). If you cannot complete an online application, please contact the School Services team on 01904 551 554 for assistance. If City of York Council is not your home local authority, you should contact the home local authority for details of how to access their admission processes.*

<sup>1</sup> If you have difficulties completing the online form please contact the local authority for assistance. Alternative formats will be made available as appropriate to meet applicant needs.

<sup>2</sup> Your home local authority will advise you in the event that no places are available in any of the schools included within your application.

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#### **(b) Supplementary Information Form**

**If you are applying for priority application to the school on the basis of one of the oversubscription criteria set out in section 4 below which states that a Supplementary Information Form is required, you will also need to complete and return the attached Supplementary Information Form.** This is in addition to the requirement outlined above to submit your application to your home local authority. If you are not applying for priority on the basis of one of these oversubscription criteria, there is no need to complete a Supplementary Information Form.

The completed Supplementary Information Form must reach the school's Admissions Clerk by 15 January 2020. (Please do not send a Supplementary Information Form to your local authority, as they will not be able to take account of the information you have provided.) Please send forms to the school at North Lane, Wheldrake, York YO19 6BB marked for the attention of the Admissions Clerk. **If the Supplementary Information Form has not been returned and fully completed by this date, you may lose the priority that you might otherwise have received** (please see below in relation to late applications.) You should make sure you allow the time to get any necessary supplementary information/signatures required for the Form prior to the deadline for its return.

#### **(c) Transition from nursery provision**

The admission of children into Reception year is a completely separate process to nursery admissions. Attendance at a particularly nursery class or early years provider does not give a child any priority within this admissions policy, even if the school and nursery are located on the same premises or the nursery is run by the school itself. A separate application is required in all cases.

#### **(d) Late applications**

Applications received by your home local authority after the closing date (15 January 2020) are "late applications." Their treatment will depend on the date they are received.

The MAT will consider applications that are late but which are received before 15 March 2020 at the same time as "on time" applications if the late application is accompanied by a reason as to why it is late and the Governing Body determines that that reason is satisfactory.

Late applications received after 15 March 2020 but before the start of the school year (3 September 2019), will always be processed as late applications. They will be considered against the same criteria as "on time" applications, assessed as at the time the application is made, but will only be considered once all "on time" applications have been processed. As such, they will have less chance of success.

Late applications received after City of York Council's period of co-ordination has ended (31 December 2020) will be considered as "in year" applications (please see section 6 on "in year" applications).

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### 3. Admission number

The school's Published Admission Number – that is number of places available for admission to Reception at the school in September 2019 – is 30. If no more than 30 applications are received where the school is included as a preference, places will be made available for all applicants.

### 4. Allocation of places

The school will admit **all children with a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP)** in whose Statement or EHCP the school is named. If your child has any such statement or EHCP, please contact your home local authority who will advise you on the process for gaining admission to the school.

If the number of preferences expressed for the school exceeds the number of places remaining available (after the admission of any children with a Statement of SEN or an EHCP whose Statement or EHCP names the school), priority will be awarded to applicants using the following oversubscription criteria, which will be applied in the order of priority shown.

#### 1. Looked after children and previously looked after children

*A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in exercise of their social services functions at the time of making an application to the school.*

*Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order).*

#### 2. Children living in the school's Catchment Area

*The Catchment Area for the school is the area determined in partnership between City of York Council and the Governing Body and is shown at Appendix 1. It is also available online at [www.york.gov.uk/schooladmissions](http://www.york.gov.uk/schooladmissions) and in the City of York Council's Guide for School Catchment Areas.*

#### 3. Children with siblings who will be on roll at the school at the proposed date of admission

*"Siblings" for the purposes of this criterion are brothers or sisters living in the same house, as their primary place of residence.*

*For the purposes of this criterion, a child will be another child's brother or sister if they are their natural brother/sister; adopted brother/sister; half brother/sister; step brother/sister; or foster brother/sister. The definition does not include cousins or other family members sharing a house.*

#### 4. Children who have exceptional social or medical needs which make the school the most suitable for the child

*To be given priority on this basis, the Governing Body would have to be satisfied that the child's needs were such that the school would be the most suitable school for the child.*

**In order to be eligible for consideration under this criterion, you will need to submit a completed Supplementary Information Form as outlined in section 2b above.** The Supplementary Information Form will need to be accompanied by professional supporting evidence, in writing, from a doctor, specialist, health professional or social worker (as appropriate) setting out:

- (a) The relevant needs
- (b) How those needs would affect the child's education or ability to get to school; and
- (c) The particular reasons why the school would be the most suitable for the child as a result e.g. the difficulties that would be caused if the child had to attend another setting.

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The Governing Body may liaise any third parties as they may deem appropriate in making their assessment.

## 5. Other Children who live closest to the school

Distance to the school will be measured using the nearest available safe walking route. Distances will be measured by a GIS mapping system from the child's home address to the main entrance of the school. (Where a safe walking route does not exist, we will measure along main roads including using maps from third-party mapping companies.)

**Tie- Breaker** - Where there are fewer places than children in an oversubscription priority as above, places will be allocated to child(ren) who also fulfil the next highest priority. For example, for two children who are both resident in the catchment area and are thus assigned the same (third) priority, the place would first be allocated to the child who also fulfils the next highest priority, for example, those within the catchment area with siblings (fourth priority). If there are less places available than are required by children within the catchment area with siblings, then priority will be given to those within the catchment with siblings who live closest to the school (fifth priority). If the measurement of the distance from home to school above does not distinguish between two or more applicants with equal priority, random allocation will be used as the final tie-breaker. This will be supervised by someone independent of the school.

**Address** - You should consult your "home" local authority's guidance on what is the child's address for the purposes of your application. The correct address to be used for the purpose of the local authority's application process will be used for the purpose of applying this oversubscription criteria and the tie breaker in this policy. You may be asked to show evidence of any current or previous address and enquiries may be made to obtain verification, including of any third parties, should this be deemed necessary.

## 5. Time for admission

### (a) Usual entry point

Children will normally be admitted into the year group relevant to their age and (save as outlined below) application should be made to that year group.

Save as outlined below, for those applying in the normal admissions round, offers will be made for a full time place in Reception commencing in September 2020, being the September following the child's fourth birthday.

### (b) Delayed admission into year group relevant to child's age

Parents/carers receiving an offer for their child to start in Reception in September 2020 have the option to delay the date their child starts in Reception until later in the 2019/20 school year, as long as their admission is not delayed beyond the point at which they reach compulsory school age nor beyond the beginning of the final term in the year of admission (April 2021). A child normally reaches compulsory school age at the start of the term following their fifth birthday. There is an additional option for summer born children – on which please see (c) below.

The table below sets out the position:

Date of birth	Date reach compulsory school age	Latest date for admission to year group relevant to child's age
1 September 2015 - 31 December 2015	31 December 2020	January 2021 to join in Reception
1 January 2016 - 31 March 2016	31 March 2021	April 2021 to join in Reception

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1 April 2016 - 31 August 2016 ("summer born")	31 August 2021	April 2021 to join in Reception (or September 2021 to join in year 1 – see section (c) below)
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If you would like to delay your child's entry so they do not start in September 2020, you must still apply in the normal admissions round. If you are allocated a place, you will then need to advise the school in writing of the intended start date and keep in regular contact with the school regarding any changes to this intended date. The school will hold a place for that child and not offer it to another child during the remainder of the Reception year. You should contact the school to make arrangements for admission of your child in the 20 school days before the intended start date. If you do not contact the school in the 20 school days before an intended and/or previously communicated start date, the school will make all reasonable efforts to contact you by telephone and in writing at any known physical address or email address. In the event that our attempts to contact you are unsuccessful, the school place may be withdrawn.

### **(c) Deferring admission: admission outside of normal age group**

Parents/carers may seek to delay their child's admission to school so that they are admitted outside of their normal age group, for example if they have experienced problems such as ill health. In addition, the parents/carers of a summer born child (i.e. a child born between 1 April 2016 and 31 August 2016) may choose not to send that child to school until 1 September 2021 (being the 1 September after they turn five and the date they reach compulsory school age) and may request that they are admitted out of their normal age group – to Reception rather than Year 1 (which would be their usual year group).<sup>3</sup> Parents/carers considering requesting admission out of the normal age group are encouraged to contact the school at an early stage to discuss their intentions.

The MAT will make decisions on requests for admissions outside the normal age group on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of:

- the parent's/carer's views;
- any information provided about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group; and
- where applicable, whether they may naturally have fallen into a lower age group if it were not for being born prematurely.

The MAT will also take account of the views of the headteacher in assessing the request. When informing the parent/carer of their decision on the year group the child should be admitted to, the MAT will set out clearly the reasons for the decision.

*Please note: For the purposes of coming to a decision on such deferrals for those children living in the City of York, the MAT has committed to be part of the City of York Council's co-ordinated deferral policy. Further details can be found here: [www.york.gov.uk/schooladmissions](http://www.york.gov.uk/schooladmissions). As such, where a decision is covered by that policy, a co-ordinated decision will be made by York schools and academies in conjunction with the City of York Council, by which (in the absence of exceptional circumstances) schools and academies within the City will agree to be bound.*

You should request such a deferral as part of the normal admissions round where possible. As such:

- parents/carers wishing to defer admission should still apply for a school place at the normal time – i.e. by 15 January 2020
- by the same deadline, the parent/carer should also submit a written deferral request to the headteacher of the school and the City of York Council, together with any supporting evidence that the parent/carer wishes to be taken into account.

<sup>3</sup> Please note that children who have deferred and commenced education in this way will most likely continue to be one school year behind their age-related peers for the duration of their time at school.

This will allow requests to be considered prior to National Offer Day.

If the request is approved, then the application and preferences originally submitted as part of your home local authority's application process will be withdrawn and no decision will be made on the basis of the original application. **Please note, a place will not be reserved for your child: where a deferral is granted, parents/carers must then reapply for a Reception place in the next admissions round (i.e. for a place in September 2021) alongside children who are one school year younger.** Parents/carers should make it clear in their fresh application that a deferral has previously been agreed.<sup>4</sup> The fresh application will be considered in accordance with school's 2021/22 admissions policy as part of the normal admissions round<sup>5</sup> and on the basis of the admission arrangements outlined in the school's 2021/22 policy, including the application of oversubscription criteria. The Governing Body will not give the application lower priority on the basis that the child is being admitted out of their normal age group.

If a request is not approved, parents/carers will be notified by their home local authority of the result of their original application in the usual way.

We will endeavour to process requests to defer received after 15 January 2020 within 6 weeks from receipt. If the request is approved, any offer received as part of the normal admissions round will be withdrawn.

Should parents/carers disagree with a decision to refuse their request, they should put their complaint in writing and follow the MAT's complaints policy: whilst parents/carers have a statutory right to appeal against the refusal of a place at a school for which they have applied, this right does not apply if they are offered a place at the school but it is not in their preferred age group.

#### **(d) Accelerated admission**

Exceptionally, applicants may seek a place for their child in a higher age group than their usual age group, for example if the child is gifted or talented. Parents/carers considering requesting admission to a higher age group are encouraged to contact the school at an early stage to discuss their intentions and what the best approach might be. The request must be put in writing, addressed to the headteacher of the school, together with any supporting evidence that the parent/carer wishes to be taken into account. The MAT will make decisions on such requests on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the criteria set out in (c) above.

In order for the request to be considered prior to the normal admissions round, the request must be received by 15 January 2020. If the request is approved, wherever possible you should submit an application as part of the normal admissions round, for the year group it has been agreed is the most appropriate for the child. Parents/carers should make it clear in their application that an application out of usual year group has been agreed.<sup>6</sup> The application will then be considered in accordance with this admissions policy. The MAT will not give the application lower priority on the basis that the child is being admitted out of their normal age group. If the request is rejected, you should apply in the usual way for your child to join their correct age group. Should parents/carers disagree with a decision to refuse their request, they should put their complaint in writing and follow the MAT's complaints policy.

#### **(e) Part time attendance**

Children may attend part-time until the point where they reach compulsory school age. Please let us know, after your child has been allocated a place, if you would like your child to attend part time so we can discuss the necessary arrangements. You should inform us of your intention to start your child on a part time basis by 31 May 2020.

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<sup>4</sup> as the date of birth will fall outside the normal date of birth range for the required admissions round

<sup>5</sup> unless the parental/carer request is made too late for this to be possible

<sup>6</sup> as the date of birth will fall outside the normal date of birth range for the required admissions round

## 6. In-year admissions

In-year admissions are admissions outside the normal admissions round.

Parents/carers may apply for a change of school for their child at any time. Please call the school on 01904 553422 or email us at [Wheldrake.school@york.gov.uk](mailto:Wheldrake.school@york.gov.uk) to find out about any in-year vacancies.

*Please note that there may be several interested applicants for any available place and that the City of York Council hold waiting lists of refused and requested preferences for all year groups at all schools. There may therefore be other applicants who are more entitled to an available place at the time at which a place becomes available.*

### (a) Application process

The school is part of the City of York Council's co-ordinated in-year admissions scheme. As such, if the City of York Council is the home local authority, you should complete the City of York Council's in-year online application,<sup>7</sup> including the school as one of your preferences, no later than 20 school days before the place is required. The online application form can be found at [www.york.gov.uk/schooladmissions](http://www.york.gov.uk/schooladmissions). The City of York Council will then liaise with the MAT as appropriate. If City of York Council is not your home authority, you should check with your home local authority whether they co-ordinate in year admissions. If they do, their procedures should be followed. Otherwise, please contact the school to obtain a copy of the school's in-year application form and return it to the school directly.

If you are applying under one of the oversubscription criteria that requires the school's Supplementary Information Form to be completed, please complete and return this to the school at North Lane marked for the attention of the Admissions Clerk at the same time as submitting your in-year application.

### (b) Determination of application

Whilst the school does have a published admissions number of 30, this number only applies for admission into Reception. Although a published admission number may help set class organisation in later years, decisions in relation to places in other year groups will be made primarily on class organisation. As such, a place may be refused even if the numbers on roll in the relevant year group are lower than the published admission number. In determining whether a place is to be offered, consideration will be given as to whether the admission of any additional child would prejudice the provision of efficient education or the efficient use of resources.

Where there is an available space and there are no other applications for this place, the place will be made available. Where there is an available space and there are more applications for a place than places available, priority is given in accordance with the oversubscription criteria set out above. The oversubscription criteria will be applied as at the date the place becomes available.

You will be notified of the outcome of your application by City of York Council or (if the City of York Council is not your home local authority) the school, who will also notify your home local authority that the place has been offered. If the application is refused, the applicant will be informed of their right to appeal and their right to be placed on the waiting list (on which please see below).

### (c) Start date

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<sup>7</sup> If you have difficulties completing the online form please contact the local authority for assistance. Alternative formats will be made available as appropriate to meet applicant needs.

Where a child is changing schools due to relocation, the place may be taken up once the school has been able to make suitable arrangements. However, where a child is changing schools for other reasons and the child's current school is within a reasonable travelling distance, it is expected that the start date will be at the start of a new half term or other suitable day as determined by the school.

**(d) Fair access**

Please note that the operation of this policy is subject to the City of York Council's Fair Access Protocol. This Protocol is agreed with schools within the authority to ensure that – outside the normal admissions round - unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. It also requires local authorities to ensure that no school is required to take a disproportionate number of children with challenging behaviour. The Fair Access protocol will take priority over this policy.

## **7. Waiting List**

If the school is oversubscribed, a waiting list will be established.

Parents/carers who are not successful in obtaining a place in the normal admissions round will need to inform their home local authority in writing of their wish for their child to join the school's waiting list. The waiting list will be maintained by City of York Council.

Parents/carers who are not successful in obtaining a place following an in-year application received during the 2020/21 academic year will automatically be placed on the waiting list.

City of York Council will maintain the waiting list on behalf of the MAT from the offer day (16 April 2020) until 31 August 2021, at which time the waiting list will be reset. Should applicants wish to remain on a waiting list for a future school year, they should submit a new application by 1 June in the relevant year, which is the date on which the waiting list will be reset and, in the absence of a new application, all names on the list will be removed. City of York Council also maintains in-year waiting lists on behalf of the MAT.

In each case, a child's position on the list will be determined by the oversubscription criteria above only and will reflect their current circumstances (where these circumstances have been provided to the Admissions Clerk). Each additional applicant, or change in circumstances of an applicant which is notified to the school, will require the waiting list to be reordered in accordance with the oversubscription criteria. Should a place become available while the waiting list is in operation, a place will be made available to the applicant entitled to be on the top of the waiting list on the day the place became available.

Placing a child's name on a waiting list does not affect a parent's/carer's right of appeal against an unsuccessful application.



## **8. Appeals**

Applicants refused a place at the school have a statutory right of appeal. If an application for a place at the school is refused, the applicant will be informed of the reasons and of their right to appeal. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Appeals are heard by an independent appeals panel and in line with the School Admission Appeals Code. Further details will be provided in the event that your application is refused. We will also publish our appeals timetable on our website by 28 February 2020.

Applicants will only be able to appeal once in any one school year unless, in exceptional circumstances, the MAT has accepted a second application because of a significant and material change in the circumstances of the parent/carer, child or school, which has also been refused.

## **9. False Information**

Applicants are strongly urged to complete the local authority's application and (if applicable) the school's Supplementary Information Form as accurately and fully as possible. Where an offer of a place at the school has been made on the basis of a fraudulent or intentionally misleading application which effectively denies a place to a child with a stronger claim, then under the School Admissions Code the school is able to withdraw the place. In the event that a place is withdrawn, the application will be considered afresh.

## APPENDIX 2: Supplementary Information Form

### Wheldrake with Thorganby Church of England Primary School

#### Supplementary Information Form - 2020/21 Admissions

Please note that this it is only necessary to complete this form where you are applying for priority under oversubscription criteria 2b and 4.4 in the School's admissions policy.

Name of Child:	
Date of Birth:	
Address:	

Please indicate all relevant criteria that apply to your application and complete the relevant information:

Criterion		Please tick	Additional Information Required
2	Children who have exceptional social or medical needs which make the school the most suitable for the child		Please note additional information is required as set out in section 4.4 above.*
*You should make sure you allow the time to get the necessary information prior to the deadline for return of the form.			

Name of person filling in the form (parent/carer):	
Relationship with child:	
Contact details:	
Signature:	

Please return this Supplementary Information Form to the school Wheldrake with Thorganby CE Primary School, North Lane, Wheldrake, York YO19 6BB by 15 January 2020.

**WHELDRAKE WITH THORGANBY (C.E.) AIDED SCHOOL**

**DRESS CODE**

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## **BOYS**

Purple Sweatshirt with school logo (without hood)

Black / Navy / Grey Trousers

White / Grey Shirt *or* Pique Shirt *or* Roll Neck Top

Plain Socks

Dark Shoes or Sandals (not Trainers or Crocs)\*

Summer - as above with short sleeve shirts and/or plain shorts

## **GIRLS**

Purple Sweatshirt (without hood) with logo *or* Purple Cardigan

Black / Navy / Grey Skirt *or* Plain Trousers (not leggings) *or* Pinafore Dress

White / Grey Blouse *or* Pique Shirt *or* Roll Neck Top

Plain Socks / Tights - in cold weather girls may wish to wear leggings with a skirt

Dark **Shoes or Sandals** (not Trainers or Crocs)\*

Summer - as above with short sleeve blouse, or “school style” dress in any colour

\*Children’s shoes or sandals should be appropriate for school wear ie. suitable for them to run around in safely. If children wear boots to and from school during winter please make sure they have indoor shoes to change into.

## **PE KIT**

Plain white t shirt/ tops

Dark shorts/PE skirts/tracksuits

Plimsolls

Trainers

**Please ensure all items of clothing are clearly marked with your child’s name.**

## **P.E. CLOTHES**

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The following guidelines for suitable clothing and footwear during PE lessons have been devised with the safety and comfort of all pupils in mind.

#### **Indoor PE including gymnastics, dance, and games**

- Pupils should wear **dark shorts and a plain white T-shirt** for PE. Very long and baggy T-shirts or shorts could be hazardous during apparatus lessons. Very tight clothing can restrict movement.
- **Long hair should be tied back** so as not to obscure vision. (girls and boys!)
- **All jewellery, watches, hard hair bands and hair clips should be removed.** If they fall off such items can be dangerous.
- **Children who have pierced ears** should remove and replace studs before and after lessons because of the risk to themselves and other pupils. If they have recently had ears pierced, please supply plasters/tape to cover them.
- **Children will normally take part in gymnastics, dance and apparatus work in bare feet** but because the hall is used as a thoroughfare for access to other parts of the building you may opt to send plimsolls for use during these activities. **Please note, stiff soled trainers are not suitable for indoor use and plimsolls which are worn outside should not be used indoors.** Children should not borrow other people's footwear.

#### **Outdoor PE including games and outdoor activities.**

- **Pupils may take part in outdoor PE lessons** throughout the year. Pupils will need to bring appropriate clothing which may include a tracksuit or old jumper to provide extra warmth. Trainers will be necessary for outdoor use, these are in addition to plimsolls or other soft soled PE shoes which they may have for indoor use only. A spare pair of socks in their PE bag may also be useful. (Please note that children attending after school football clubs will need football boots and shin pads.)
- **Pupils are asked not to wear PE clothing relating to specific teams.**
- **As storage space** is very limited it is most helpful if PE bags are kept as small as possible and can be hung on the pegs provided. Large sports bags can be a hazard in the cloakrooms.

**PLEASE MAKE SURE THAT ALL ITEMS ARE NAMED**

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