



St. Wilfrid's CE Primary School 2020



ST. WILFRID'S

Prospectus



Welcome...

...to St. Wilfrid's CE Primary School, especially if you are joining the school community for the first time.

The information contained in this brochure attempts to provide you with a small insight into the life of the school. However, we strongly urge you to visit the school before making a choice in order to fully experience at first hand what the school has to offer you and your child. We work hard to develop a partnership between parents, carers, staff, pupils and governors, where we learn together. As a member of the school community, you will be invited to attend an increasingly wide variety of school functions arranged by the school and other related agencies.

St Wilfrid's is a caring school, setting the highest standards of discipline, behaviour and education. We aim to balance the desire for academic achievement with the education of the whole child and have developed a creative curriculum that is regularly enriched and enhanced to facilitate this. The school is a Voluntary Controlled Primary School and derives its religious character from a partnership with the Church at parish and diocesan level.

We work hard to encourage positive relationships between all members of the school community. The ethos of the school is one of realising potential in a climate of opportunity and support. We have worked hard to produce a vision and a set of core values that reflect the aims and aspirations of the school.

If there is anything else that you need to know after reading this brochure, please do not hesitate to contact us.



Ian Bullock, Head Teacher

"The distinctiveness and effectiveness of St Wilfrid's as a Church of England school are outstanding."

Statutory Inspection of Anglican and Methodist Schools Report, April 2017

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The Staff

Head Teacher	Ian Bullock	
Assistant Head Teacher	April Wood	
Teachers	Anna Henson Luke Shaw Ann Pregon Rachael Brown	Laura Griffiths Luke Clapham Frances Knight Megan Crawford
Teaching Assistants	Chantelle Brosnan Julie Morton Denise Wright	Pam Harrison Mandy Streets Kenny Quilty
Office Manager	Stella Sefton	
Administration Assistant	Jo Porter	
Premises Manager	Andy Streets	
Cleaners	Bianca Allman	Sharon Kime
Cook Supervisor	Jane Whiting	
Kitchen Assistant	Karen Hayes	
Midday Supervisors	Julie Cherry Adrienne Stevenson Julie Matthews Kenny Quilty	Rachael Stevenson Sharon Kime (senior) Jane Rogers

“Pupils flourish both socially and academically and are a credit to the school. They are friendly, confident and articulate. Pupils are keen to learn and thoroughly enjoy school.”

Ofsted Report, March 2019

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Our Vision and Core Values

At St. Wilfrid's CE Primary School we endeavour to provide a personalised learning environment in which specialist staff can deliver a creative curriculum in a building designed for purpose. The environment will enable staff to develop high quality schemes of work and learning programmes that will deliver an exciting and innovative curriculum, meeting the needs of all children. A combination of existing school strengths and new areas of development will provide the foundation for this approach. Children will continue to access a comprehensive range of support and be provided with opportunities to take part in an increasingly wide range of enrichment and extra-curricular activities. The school will balance the desire for high academic standards with the education of the whole child.



Foster Creativity

Everyone is, or can be, creative if given the opportunity. Creativity involves thinking or behaving in an imaginative way. Imaginative activity should be purposeful. The process must generate something original and the outcome must be of value. We will seek to enthusiastically engage children in stimulating and innovative activities. A creative approach to teaching will improve attainment.

Aspire to Excellence

A high standard of discipline promotes excellent behaviour, fostering positive attitudes to build confidence and encourage independence.

Realise Potential

We endeavour to create a safe, secure environment where all are welcomed and feel valued. Rigorous systems ensure that individual needs are recognised and supported using differentiated learning programmes in a climate of challenge and aspiration.

Promote Christian Practices

In all aspects of school life we seek to promote and develop the Christian values and attitudes of love, joy, peace, patience, kindness, goodness, faithfulness, humility, gentleness and self control (Galatians 5: 22-3) through the experiences we offer all our pupils.



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Governors

The school governing body comprises 13 governors. Of these, 5 are elected by the parents and 2 by members of staff. The Local Authority nominates 1 governor and the governing body appoints a further 2 governors from the community. There are also 3 foundation governors and the head teacher.

The governing body meets once per term and conducts much of its business through the Every Child Matters and Finance, Health, Safety and Estates working parties. There is also a disciplinary committee that convenes annually or when required. Minutes of all meetings are available on request.

“...governors have worked with determination and commitment to make sure that the school has continued to develop...”

Ofsted Report, March 2019

Foundation (Church)	Margaret Bayes	
	Rev. Sam Hustwayte	Vice Chair
Parent Governors	Jessica Waterhouse Emily Quilty	
Local Authority	Grant Withers	
Co-opted	Julian Brown Laura Griffiths Sarah Vanner Vicki Thompson April Wood	Chair
Head Teacher	Ian Bullock	
Non Teacher Governor	Stella Sefton	
Clerk to the Governors	Area Education Office, Sir John Robinson Way, Arnold, Nottingham, NG5 6DA.	

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Admissions

The School is very popular and annually has more pre-school applicants than the number of places available. It is helpful to us to receive early applications as a guide to future numbers. We welcome visits from prospective parents at any time and simply ask that they 'phone school to make an appointment.

“Children entering the Reception class are provided with a stimulating and well planned curriculum, led by an experienced specialist teacher. Children grow in confidence and make good progress as a result.” (Ofsted)

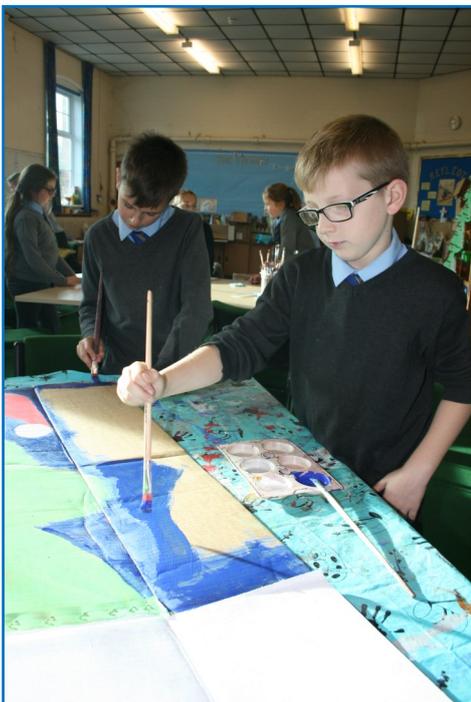
Under the admission criteria, siblings have a priority, as do children whose parents attend church. The detailed admission criteria for the school are shown at the back of this brochure.

Each year we admit 30 new children and all children start their education in September.

Parents can exercise their right to defer taking up a place until their child is of statutory school age, if they wish, without detriment to their place, providing the statutory school age is within the same school year.

Before the children start school, there will be a meeting for parents at which we will explain the curriculum and the school's policies, as well as additional information regarding the everyday administration of the school and provision of school uniform.

Parents who wish to request admission under the Church criteria will be required to complete an eligibility form that must be signed by their Minister. These forms are available from the school office.



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Wrap Around Care

Our school hosts "SClub" which provides wrap around care for the village primary schools. Provision begins at 7.30 a.m. with Breakfast Club and continues until 6.00 p.m. at the After School Club. The club also runs holiday play schemes. A contact number can be found on the back of this brochure or details are available from the school office.



Session Times

In a normal working week the time spent teaching is 23.50 hours. Registration is taken in the morning and in the afternoon and we request that all children arrive promptly in time for the school day. Our session times are...

Morning: 8:50 - 12:00 Afternoon: 1:00 - 3:30

Behaviour

Good school discipline helps to create a happy, caring atmosphere and enables children to enjoy school. The class teachers are responsible for the conduct of those in their care and they explain what is required to the children. The school has a Behaviour Policy and follows the LA's guidelines.

"Pupils behaviour around school and in lessons is excellent." (Ofsted)

The ethos of the school is one of respect for people, property and the environment.

Care of Children

The children are taught with others of the same academic year in mixed ability classes. Class teachers have responsibility for the children in their care. We endeavour to ensure that all children are shown respect and their welfare is seen to be of paramount importance. Looking after the needs of the whole child is of utmost significance; we look after the children's emotional, physical, spiritual, moral and social well-being, as well as their academic progression. We believe all children have the right to enjoy their childhood and their schooling. Parents are always encouraged to discuss any problems with their child's teacher or with the Head Teacher.

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Curriculum

The Governing Body has adopted the Nottinghamshire Entitlement Curriculum and the education of children from Year 1 to Year 6 is defined by the National Curriculum.

Children in the Early Years and Reception Year follow the Foundation Stage Curriculum which is taught through the Early Learning Goals.



The school aims to meet the intellectual, aesthetic, physical, moral, social and emotional needs of each individual child through its curriculum, as follows...

English

All children are taught according to the National Literacy Strategy. Our children are encouraged to communicate effectively through speech and writing, to listen with understanding and to read a range of materials for information and enjoyment. Spelling and handwriting are considered important and are taught formally.

Mathematics

All pupils are taught according to the National Numeracy Strategy. By providing stimulating material throughout the curriculum, children are encouraged to pursue an investigative route as well as to learn to calculate efficiently.



Science

Our curriculum endeavours to stimulate an enjoyment of experimental and investigative study, as well as giving a sound understanding of scientific principles

“Lessons are challenging and fun and pupils speak highly of their teaching.” (Ofsted)

Design & Technology

Pupils are taught to develop their capability through focused practical tasks and activities, using particular skills and knowledge, and a variety of tools and materials.

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Information & Communication Technology

Pupils have access to a suite where ICT can be taught as a discrete subject or used to support and enhance other areas of the curriculum. Each classroom has an inter-active whiteboard and internet access.



History

The school aims to broaden the children's knowledge and experience of how the past has influenced everyday life, beginning with their own experiences. They are encouraged to develop their skills by using evidence acquired from different historical sources.

Geography

The children are taught about the world in which they live, requiring them to study physical, human and environmental geography. During their primary years, they acquire a sound knowledge and understanding of places, especially their own country. As well as developing geographical skills, the children study their local area and later extend their work to other areas of Britain and the world. The work occasionally includes school visits.



Music

Children, in all classes participate in a wide range of practical musical activities led by a specialist music teacher. There is a tradition of music in the school and shows are performed by the children at various times of the year. Children have the opportunity to receive individual music tuition; we offer a choice of tuition, using the Arts Support Service and private providers.



Art

The children work with a variety of materials and use many different methods and media. The children express themselves imaginatively through both 2 and 3 dimensional activities. The children study different kinds of art and develop an appreciation of famous artists.

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“The many visits and visitors enrich pupils’ experiences and help bring their learning to life.” (Ofsted)

Physical Education

The school gives children a wide range of sporting opportunities and it aims to encourage children to take part and reach their full potential through lessons and through extra curricular activities. We encourage both co-operative and competitive games. There are a variety of clubs, including football, cricket, basketball and skipping.

The school has a reputation for taking part, and being successful in, competitive matches. There is an annual sports calendar encompassing all year groups across the family of schools where the emphasis is on both participation and winning.

The school is part of the Gedling Schools Sports Partnership and regularly benefits from the excellent opportunities available to us through this initiative.

Religious Education

We believe that this school adds a spiritual dimension to the lives of our children and gives them an opportunity to develop their faith. The Religious Education policy has been drawn up in conjunction with the School Governors and is written in accordance with the agreed syllabus for Nottinghamshire. The syllabus emphasises Christian teaching, but also allows children to learn about other faiths. These lessons also encourage them to think about their own personal faith and personal values.

“The schools’ Christian ethos promotes pupils’ spiritual, moral, social and cultural development well and relationships are very good.” (Ofsted)



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PSHE and Citizenship

As well as academic subjects we also place a strong emphasis on the personal, social and health development of all children. All children participate in PSHE lessons once a week. These lessons will usually take the form of 'circle time' lessons and are mainly discussion and role-play based. Topics covered are at an appropriate age for the children and include: Self Awareness and Self Esteem, Healthy Lifestyles, Feelings, Moral Decisions, Citizenship, Personal Rights and Responsibilities and Drug Education. In addition to the above we also have the 'Life Education Bus' visit us annually and visits from other specialists as necessary (i.e.: School Nurse, Community Police Officer).

Sex and Relationship Education

Health and Sex Education is taught within the framework of the National Curriculum and according to a school policy agreed by staff, parents and governors. Wide-spread consultation has taken place. The policy is based closely on the Local Authority's own guidelines and has been developed with the help of the Healthy School's Project Team. Most of Sex and Relationship Education is taught through the Science Curriculum. This curriculum deals with the child's understanding of the basic processes and the main stage of the human life cycle. Specific Sex Education lessons are now included in the school's curriculum for Years 4, 5 & 6. Parents are offered the right to withdraw their child from these lessons.

Healthy Schools

All children are encouraged to lead a healthy lifestyle and learn how this affects them positively. We have been awarded the Healthy Schools Gold Status. This is a government initiative whereby schools prove their competence in a wide range of health related programmes.



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Special Needs

The school has a Special Needs Policy and acknowledges that a child has special needs if he or she has a learning difficulty or shows exceptional ability. Exceptionally able children are taught according to their needs within the classroom and their work is differentiated by either task or expectation, or by different learning objectives. The school follows the Department for Education 'Code of Practice'.

We aim to identify children with special educational needs through a systematic process of observation and support. This process starts in Reception year and involves Teacher Assessment, Baseline Assessments, Aptitude Testing and Standard Assessment Tests.

Our system places 'Special Needs' children on one of 4 stages. Some children are simply given special monitoring; others are given support by our Special Needs Support Assistants. Children with greater needs are placed on 'Level 4' and receive support from outside specialists.

"Provision for pupils with learning difficulties or disabilities is well managed and effective." (Ofsted)

The school receives support from: The Education Welfare Service, The Education Psychology Service, The Inclusion Support Service and The Behaviour Support Service.

Inclusion

Inclusion is based on gender, race and disability. The school has separate Equal Opportunities and Anti Racism Policies, both of which reflect our attitudes. These policies are based on fairness and justice for all. The school will undertake all reasonable measures to include pupils of either gender and of any race. The school will not tolerate discrimination.



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Educational Visits

Educational visits to places of interest are actively encouraged to widen the children's experience and to consolidate classroom activities. In the early years, these are usually local, but as children progress through school, the visits become more intensive.

All trips are carefully organised with planned programmes. We take each class on 1 or 2 visits per year and also organise school based workshops delivered by outside groups.

In addition, the children in Years 3, 4, 5 and 6 may have the opportunity to take part in residential visits. We currently offer a winter residential for all Key Stage 2 children and a summer residential for Years 4, 5 and 6. Residential visits have included Beaumanor Hall, Hartington, Castleton, Ilam, The Yorkshire Dales, Whitby and Northumberland.

Extra Curricular Activities

The school provides an excellent range of extra curricular clubs. Most of these clubs are free, but occasionally we use outside organisations to deliver a specialist service and for these, parents are asked to make a contribution. There are clubs for nearly every age range across the school and the clubs change each term. Parents are kept well informed of what is going on. Nearly all our clubs operate after school and finish at 4.30 pm.

Some of the clubs we have had on offer to the children recently include: -

Basketball
Choir
Cricket
Football
Netball
Skipping
Top Trumps
Welly Boot

Boccia
Computers
Dance
Ocarina
Running
Tennis
Multi – Skills
Construction



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School Uniform

The children wear the following uniform...

Mid grey trousers, skirt or pinafore dress
Blue shirt and school tie
Mid grey v-necked jumper or cardigan with the school logo
Black shoes with grey socks or tights

In the Summer term and the beginning of the Autumn term, pupils have the option to wear blue and white checked summer dresses, together with blue, black or white closed sandals and white socks.



Cardigans, jumpers, coats, P.E kit, reading bags, kit bags and ties are all available from the office.

All children require PE kit comprising a white button polo shirt, royal blue shorts, plimsolls or trainers. Children may wear a track suit when the weather is cold.

Children go swimming from Years 3 - 4 and need a swimming costume (long shorts are not allowed in the pool) and towel. Goggles are not permitted unless there is a medical condition supported by a G.P.

The children need their PE kit every day. All kit needs to be brought to school and stored in a draw-string bag; these are available for purchase from the school office. We encourage the children to take their kit home for washing every weekend or whenever it becomes dirty. Please ensure that all items of clothing are clearly named.

Children are not allowed to wear jewellery in school. Children with pierced ears may wear just one pair of plain ear studs. For safety reasons, studs are removed during physical activities; this is the responsibility of the child. If you are considering having your child's ears pierced, please make sure that it is done at the start of the summer holidays. No other jewellery is allowed.

Obviously, make-up, hair products and nail varnish are inappropriate for primary school children and must not be worn. Plain "Alice" type bands or "scrunchies" are acceptable in school colours.

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Collective Worship

The school is by tradition, attached to the Parish Church of St Wilfrid. The children get to know our Vicar quickly as she is extremely important to our school and visits regularly. Links are further enhanced by special visits to Church by the children for a variety of purposes. We also benefit from strong links with the Baptist Church; the Minister conducts collective acts of worship and supports staff with delivery of the RE curriculum.

The school places a strong emphasis on Collective Worship and this is based on Church of England teaching. Acts of collective worship are led by the Head Teacher, teaching staff and the Vicar.

Many of our assemblies are based on moral and social stories, but they also reflect the teachings of Jesus and include stories from the Old Testament. We try to give the children an opportunity to reflect and to think about themselves, encouraging them to accept Christian teaching as meaningful to their lives.

School Meals

All children stay at school during lunch times where they are cared for by welfare staff. Children are encouraged to eat a cooked meal but may, alternatively, bring a packed lunch. All F2 and KS1 children benefit from Universal Infant Free School Meals.

Families in receipt benefits may apply to the school office for details of free school meals.

Parent School Association

The PSA is intended to reflect our ethos of involving parents in school life. The PSA organise regular social events for parents and children. All parents are welcome to attend committee meetings which are held at monthly intervals to discuss forthcoming events. Our PSA is currently thriving and it is seen to be making an important contribution to school life. If you would like to know more about this group of parents, please come and discuss the options with our office staff.

Use of Photographs

There are occasions when we like to use children's images. For example, we take photographs of children in our productions, workshops and during class activities. We insert photographs into the School Prospectus and onto our Website. We ask you to give permission for your child's image to be used responsibly, on occasion, by the school.

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Homework

Parents are requested to support their child's reading and spelling at home and this is seen as an essential element of each child's education. In addition the school's policy is to set a small amount of formal homework in KS2. By the time the children reach the age of 10, we expect them to carry out 2 set periods of homework each week, spending an average of between 20 to 25 minutes on each task. Homework is considered to be an essential element of each child's education. Teachers will encourage children to do their homework and evidence does show us that those children who do it properly achieve.

Health

The School Nurse visits the school regularly and will deal with any enquiries parents may have. The Nurse is based at Arnold Health Centre. The children's health is monitored through appraisals, with permission from parents.

We ask parents to inform us in writing of any medical condition from which their child suffers. Parents are also asked to complete a form so that the school can liaise with them in case of an emergency, particularly when a child is ill, or has had an accident in school. Please ensure that all information in the Emergency Form is kept up to date.

Absence from School

Should your child be absent from school, we ask that you telephone before 9.00 am on the first day of absence so that we can be sure that your child is safe at home. The school will check on absence if no information is received.

Reporting to Parents

Parents are welcome to come into school to discuss their child's progress whenever this is necessary. Teachers, at this school, are always willing to see parents to discuss any issues regarding progress, attitude and behaviour. Formal Parents' Evenings are usually held in the autumn and spring terms. We also send a written report to parents/ carers in July. Furthermore, we hold educational evenings to help to keep parents informed of current educational practices.

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Summary End of Year Results: 2019

St. Wilfrid's CE Primary School			
EYFS	No in Cohort: 30		
% achieving a good level of development: 67			
Year 1 Phonics	No in Cohort: 30		
% passing phonics test: 73			
Key Stage 1	No in Cohort: 31		
% achieving the expected standard or above			
Reading	Writing	Maths	
74	65	77	
% achieving greater depth			
Reading	Writing	Maths	
26	7	29	
Key Stage 2	No in Cohort: 32		
% achieving the expected standard or above			
Reading	Writing	Maths	r/w/m combined
83	76	93	84
% achieving greater depth			
Reading	Writing	Maths	r/w/m combined
24	24	28	25

St Wilfrid's Church of England Primary School

Variation to standard reception oversubscription criteria: faith criteria

1. Looked after children and previously looked after children.
2. Children who have been adopted from state care outside of England.
3. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school and children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for first admission to school.
4. Children who live in the catchment area and have a parent who has attended a church service on average twice a month during the previous year, or where the child has attended a church service with an adult member of their immediate family on average twice a month during the previous year.
5. Other children who live in the catchment area.
6. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school.
7. Children who live outside the catchment area and have a parent who has attended a church service on average twice a month during the previous year, or where the child has attended a church service with an adult member of their immediate family on average twice a month during the previous year.
8. Other children who live outside the catchment area.

Gedling – school information (online)

***Covid-19 amendment**

In the event that during the period specified for attendance at worship the church or, in relation to those of other faiths, relevant place of worship, has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance will only apply to the period when the church, or in relation to those of other faiths, relevant place of worship, or alternative premises have been available for public worship.

Charging and Remissions Policy for school activities in Primary Schools

General Principles

The School Governing Body like the Education Committee is committed to the general principle of free education. In determining the charging and remissions policies which are set out in this document the Governors have been mindful of the policy statement produced by the Nottinghamshire Education Committee and have also taken account of the Committee's Entitlement Curriculum.

The Governing Body recognises the valuable contribution that a wide range of activities, including school visits, residential experiences and clubs, can make towards all aspects of pupils' education. The Governing Body would accordingly wish to promote and provide as far as possible such activities as part of a broad and balanced curriculum for the benefit of pupils of the school.

Charges

The Governing Body reserves the right to make a charge for the following activities which may from time to time be organised by the school.

Residential Activities held during school hours: charges may be made for the board and lodging element of those residential activities which take place during school hours. Parents will be notified in advance of any such activities which the school proposes to organise and the estimated cost. Parental consent will be obtained for their children's participation in any such activities for which a charge may be made.

Any charge for a particular activity will be calculated by reference to the actual cost of providing the board and lodging for each pupil: no other cost will be covered by the charge. Any remission arrangements for such activities will be at the discretion of the Governing Body EXCEPT in the circumstances described below.

Activities held outside school hours: the school will endeavour to provide a range of such activities from time to time. These will sometimes include day and residential experiences, and are known generally as 'optional extras'. Charges may be made for these activities EXCEPT where they are provided to fulfil any requirements specified in the syllabus of a prescribed public examination or are required in order to fulfil statutory duties relating to the National Curriculum or to Religious Education, in which case they are not regarded as optional extras as such and charges cannot be made. (Board and lodging charges may still however be made for any residential activities subject to the remission arrangements described below.)

Parents will be notified in advance of any 'optional extras' which the school proposes to organise and the estimated cost. Parental consent will be obtained if their children are to participate in any activities for which a charge may be made.

Any charge for a particular activity will be dependant upon the type of activity and its cost and the number of participants. This charge will not exceed the actual cost of providing the activity, divided equally by the number of pupils willing to participate. The cost of other pupils participating in the visit will not be included in the charge. The charge may however include an appropriate element for such things as:-

1. the pupil's travel cost
2. the pupil's board and lodging costs
3. materials, books, instruments and other equipment
4. non-teaching staff costs
5. entrance fees to museums, castles, theatres, etc
6. insurance costs

7. the expenses only of participating teachers engaged on a separate contract for services to provide the 'optional extra'.

Any remission arrangements for such activities will be at the discretion of the Governing Body, EXCEPT in the circumstances described below.

Materials and Ingredients: a charge will only be made for any materials and ingredients relating to activities taking place during school hours where parents have indicated in advance a wish to own the finished product, e.g. in home economics or DT. Alternatively parents may, in these circumstances, be asked to volunteer to provide the ingredients and materials prior to the activity taking place.

Remissions

Where the parents of a pupil are in receipt of Income Support, Universal Credit, an Income Based Job Seekers' Allowance, Income Related Employment and Support Allowance, Child Tax Credit and Working Tax Credit, the Governing Body will remit in full the cost of board and lodging for any residential activity the school organises for the pupil if the activity:-

1. takes place within school hours, or,
2. forms part of the syllabus for a prescribed public examination or fulfils statutory duties relating to the National Curriculum or Religious Education, irrespective of whether the activity takes place within or outside school hours.

Any other remission arrangements for a particular activity or pupil will be entirely at the discretion of the School Governing Body. Any subsidy provided by the Governing Body will be met from the funds at its disposal.

Voluntary Contributions

Nothing in this policy statement precludes the School Governing Body from inviting parents to make voluntary contributions for the benefit of the school or in support of any school activity, whether during or outside school hours. Any contributions sought will be entirely voluntary and pupils will not be treated differently according to whether or not their parents make a contribution in response to any invitation.

Breakages and Damage to School Property

The School Governing Body reserves the right to seek reparation from parents where their children cause breakages or damage to school property.

Review

The School Governing Body reserves the right to review and amend this policy statement from time to time, as appropriate.

Southwell Diocesan Board of Education

In Nottinghamshire the Church of England helps to provide 70 schools, both Voluntary Aided and Voluntary Controlled, which all express their Christian foundation in their worship and the spiritual and moral education offered their pupils. Besides this, in Aided schools the Religious Education is also distinctively Christian. Each school's Anglican nature is guaranteed by the Foundation governors, one of whom is always the Vicar.

Aided Schools

These are the responsibility of the Governors, made up of a majority appointed by the Church, plus parents' representatives, teachers, local politicians and the Headteacher. Through the Barchester scheme (a kind of insurance scheme), the Governors pay for the upkeep, improvement and construction of the school buildings, helped by large grants from the DCSF, and by advice and administrative support from the Diocesan Board of Education.

The Governors are also responsible for making sure that the Religious Education, worship, and spiritual, moral, social and cultural development of the children are suitably Christian, and that the members of staff are at least sympathetic to the school's Christian principles.

Controlled Schools

The main differences from Aided schools are:-

- only a minority of Governors are appointed by the Church
- the Religious Education is according to the County syllabus
- there is no Church input into the costs of the buildings

Even so, the Vicar is always a Governor, and the worship and general development of the children remain definitely Church of England.

Admissions

All admissions to Aided schools are made by the Governors. For Controlled Schools, details are also available from the Local Education Office. Your first port of call for both sorts of schools, however, will probably be the school's Headteacher or the School Secretary, who will have an application form and a brochure for their school.

Inspections

All Church of England schools must be inspected every 4 years, both for their general educational standards, like all schools, and also for their distinctively Christian nature in an additional inspection.

The purpose of Church of England Schools

Our schools are there to provide the best possible education for their pupils, closely involving governors and parents, under the leadership of the Headteacher and the staff. What is distinctive about them is that they set out to do this in an explicitly Christian setting, with the active involvement of local Christian representatives and the Southwell Diocesan Board of Education.

Complaints Procedure

The procedure agreed by the Local Authority for dealing with any complaints about the school's curriculum and other related issues provides that there should normally be a preliminary informal discussion with the Headteacher or other appropriate member of school staff to see if the complaint can be resolved without recourse to the formal procedures. If the complaint cannot be resolved informally, the complainant should write either to the Clerk of the Governing Body, whose address is available at the school, or to the designated officer in the Education Authority, who is the Senior Assistant Director (Operational Management) in the Education Department, County Hall, West Bridgford, Nottingham NG2 7QP.



Address

St. Wilfrid's Church of England Primary School
Main Street
Calverton
Nottinghamshire
NG14 6FG

Telephone

0115 9652775

email

office@st-wilfrids.notts.sch.uk

Website

www.stwilfridsprimary.com

Head Teacher

Mr. Ian Bullock

Chair of the Governing Body

Mr. Julian Brown

Type of School

St Wilfrid's is a Voluntary Controlled, County Co-educational Primary Day School, catering for children from 4 - 11 years of age.

