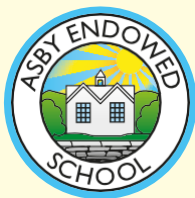


ASBY ENDOWED SCHOOL
PROSPECTUS

2025 - 2026

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W E L C O M E

Welcome to Asby Endowed Primary School and thank you for taking the time to find out more about our warm and friendly school community. I hope this prospectus is useful in you getting to know us and what makes Asby such a special place to learn. Staff and governors work closely to foster a family-centred environment which is warm, welcoming, happy and impeccably professional. We promote high standards of behaviour, respect, moral values and self-esteem, and support our pupils to become valuable and responsible members of our society.

Our small size is one of our greatest strengths. Every member of staff knows every child, enabling us to provide highly personalised care and learning. Asby feels like a 'home from home', where strong relationships between school and families thrive. By regularly engaging with our families, we encourage parents and carers to be active participants in their child's learning at home, and support the school in its own development.

An African proverb says "It takes a village to raise a child". Our school sits at the heart of Great Asby, within a modernised historic building that offers generous outdoor space, including a dedicated Early Years area where children can explore, play and learn in safety and freedom. Pupils regularly venture beyond the classroom to explore the village and its surroundings, drawing on the landscape, heritage and local features to deepen their learning. These experiences are further enriched by strong personal links with members of the community, as we welcome a steady stream of visitors — neighbours, experts, artists, and volunteers — who bring learning vividly to life. Such real-world encounters are a defining strength of our school, nurturing curiosity, confidence and connection in every child.

While proud of our local heritage, we also look outward by enabling our children to connect with the wider world — broadening horizons and opening doors to new ways of thinking, learning and discovery.

Our Ofsted inspection in June 2024 noted that:

"Pupils are happy coming to this welcoming and inclusive school. Although small in size, the school sits at the heart of its local community. Staff know pupils and their families well. Warm relationships between staff and pupils ensure that pupils feel safe and well cared for... The school has high expectations for pupils' achievement. This includes pupils with special educational needs and/or disabilities (SEND). Pupils typically achieve well and are well prepared for the next stage in their education."

As headteacher, my mission is simple: to grow good people. There is no greater privilege than seeing the combined efforts of family, staff and the community reflected in the growth of our young people — academically, emotionally, physically and spiritually.

I look forward to meeting you and your child and working alongside you in the years to come.

A handwritten signature in black ink, appearing to read 'Andy Liles', with a large, stylized loop at the end.

Andy Liles
Headteacher

SCHOOL INFORMATION

Asby Endowed School
Great Asby
Appleby-in-
WestmorlandCumbria
CA16 6EX

017683 51154

www.asby.cumbria.sch.uk



TYPICAL SCHOOL DAY



08:55	Morning registration
09:00	Phonics/spellings
09:30	Session 1 – English/Maths
10:30	Playtime
10:45	Session 2 – Maths/English
11:45	Reading
12:05	Collective worship & Lunchtime
13:05	Afternoon registration & Session 3
14:05	Session 4
15:05	Personal Development & Story Time
15:30	End of school day

In the morning, parents and carers are welcome to come onto the school grounds with their children. All are to come in through the front gate and children are to enter the building using the back door. Children should not arrive in school before 8.45am unless special arrangements have been made. The playground will be supervised by a member of staff from 8.45am.

We ask parents and carers to inform the class teacher or Headteacher if someone unknown to staff is meeting the child from school. We do not allow children to leave school before the end of the day unless prior arrangements have been made. A member of staff will supervise the children at the end of the school day. Parents and carers are asked to collect their children from the playground at the rear of school where the member of staff will wait until they have all have been collected.

SCHOOL STAFF

<i>Headteacher</i>	Mr. Andy Liles	
<i>Teaching Staff</i>	Mr. Jack Davis Mrs. Fiona Harrison Mrs. Kate Walsh	Class 2 (KS2: Years 3 to 6) Class 1 (EYFS and KS1: Years 1 and 2) French
<i>Teaching Assistant</i>	Mrs. Cathy Ingle	
<i>Business Manager Clerk to the Governors</i>	Miss. Louise Ryan Mrs. Kay Dorset	
<i>Kitchen Assistant Cleaner in Charge</i>	Miss. Cheryl Chilton Mrs. Dianne Maughan	



GOVERNING BODY

Full governing body meetings are held each term and the minutes are available for inspection. The governors are committed to the future and success of the school.

<i>Chair</i>	Mr. Graham Parkin
<i>Vice-Chair</i>	Miss. Elaine Barnes
<i>Clerk to the Governors</i>	Mrs. Kay Dorset
<i>Headteacher</i>	Mr. Andy Liles
<i>Staff Governor</i>	<i>Vacancy</i>
<i>Foundation Governor</i>	Mrs. Jackie Smart
	Mrs. Denise Frisby
<i>LA Governor</i>	Miss. Elaine Barnes
<i>Parent Governor</i>	Mr. Lee Clark
<i>Co-opted Governors</i>	Mr. Graham Parkin
	Mrs. Jo Collier
	Mrs. Rosie Collin

CLASS STRUCTURE

There are two classes at Asby Endowed School. Children in Early Years Foundation Stage (EYFS) and years one and two (Key Stage 1 – KS1) are in Class 1. Children in Years Three, Four, Five and Six are in Class 2 (Key Stage 2 – KS2).

Children are taught individually, in groups, as a class and as a whole school. A range of teaching methods are used effectively to support and enhance the children's learning.



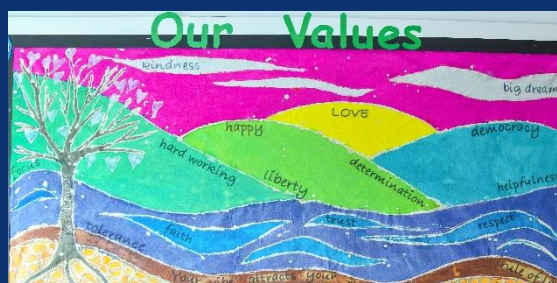
VISION STATEMENT

From excelling within our school, learning goes beyond the classroom. Through real-life experiences and our local community, we inspire children to explore, grow, and build respectful relationships with others and the environment. This develops their knowledge and confidence to excel in the wider world.

SCHOOL VALUES

We aim to prepare each child to live confidently in a multicultural society through our school values of:

- **Openness** – we welcome pupils and staff of all faiths, ethnicities and backgrounds. We teach our pupils to ask the right questions and speak up.
- **Compassion** – we help others in times of need and think about how our actions affect people around us. We care about and look after the environment and reflect on how we can help our community.
- **Pride** – we care about learning to become a fulfilled citizen. We look after ourselves and others whilst setting ourselves goals to aim for. We also take pride in being part of Team Asby!
- **Achievement** – we aim to create a better future for individuals through our bespoke educational curriculum (in line with the National Curriculum). We offer opportunities to find areas of interest through visits, classroom work and specialist speakers.
- **Innovation** – we encourage growth through outdoor education, to instill an understanding of wellness and sustainability awareness in all aspects of everyday life. Our flexi-schooling program allows pupils to have a balance of home and school-based education.
- **Courage** – we promote healthy self-esteem and personal strength through team activities and allowing individual expression, equipping pupils with confidence to make a difference in the wider world.





PART 1: TEACHING AND LEARNING

We aim to make all children happy at school and to help them secure academic achievement, personal development and confidence, brought about through high quality teaching and learning experiences. We expect high standards of behaviour, helping children develop an awareness of themselves and regard for others. In order to promote independent transferable thinking and learning skills we will encourage pupils to be involved, empowered and motivated in a climate of interaction, sharing and cooperation.

The school is fortunate to have an experienced and enthusiastic staff who all enjoy their work and ensure that the children achieve the highest standards of which they are capable. We work, through praise and encouragement, to build every child's trust and confidence.



The National Curriculum requires children to study the subjects of English, Mathematics, Science, History, Geography, Computing, Design and Technology, Music, Art and Design and Physical Education, Religious Education and Relationships, Sex and Health Education.

We believe that a solid foundation in literacy and numeracy is essential in all areas. Programmes of Study specify the content of what children should learn in each subject. Children's progress is assessed to monitor individual levels of achievement. A national assessment procedure, using Standard Assessment Tests and Tasks and teacher assessment, will be carried out during the first term of the summer term for all children in Year 2 and Year 6. Our tracking system enables us to monitor individual pupil progress, as well as whole class and cohort achievement.



EARLY YEARS FOUNDATION STAGE (EYFS) CURRICULUM

At Asby, children in Reception will be in Class 1. The children following the Early Years Foundation Stage curriculum are given full access to an exciting range of interesting and exciting learning opportunities. We have a fantastic outdoor learning environment that can be accessed by all children in Class 1.

There are seven areas of learning and development that must shape educational programmes in the EYFS, which are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development.

EYFS children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

All activities are planned and assessed around these areas of learning and focus on children's individual development and need. We provide opportunities for children to play, learn and develop in a caring atmosphere.

KEY STAGE 1 & 2 CURRICULUM

Children are encouraged to attain their highest possible potential. We believe all children can learn and can experience success. We aim to provide a broad, balanced, rich and appropriately challenging curriculum and to keep you informed about this and your child's progress. We follow the National Curriculum. We regularly assess children in these areas using a range of teacher assessments and national tests.

C O R E S U B J E C T S

The core subjects (English, Maths and Science) of our curriculum are essential skills that your child will need to develop to prepare them for their future. Emphasis and importance is placed on your child's development in these key areas.



E N G L I S H

Speaking and listening: We want our children to become confident in their communication skills. We encourage them to communicate clearly, describe accurately and to ask questions. We provide lots of opportunities through drama, presentation and discussion. It is important to encourage children to develop their listening skills and to enjoy listening in a range of different situations. We ask them to follow instructions, convey messages and follow ideas raised in group discussions with understanding and interest. Speaking and listening encompasses all areas of our curriculum.

Reading: We place great emphasis upon reading and provide the children with a range of books and other reading materials to support this. We want them to read fluently and with understanding so that reading becomes a real source of enjoyment and pleasure. We have daily phonics teaching groups in Class 1, and if required in Class 2, to encourage them to practise and develop a range of skills. We monitor your child's progress through an extensive range of available reading material to ensure that they reach their full potential. Each teacher will keep a detailed record of your child's reading progress and achievement and will set targets with them. We encourage and welcome the support from home with the reading process.

Writing: Children are encouraged to express themselves by writing in different contexts and for a variety of purposes and audiences. We will develop children's creativity, imagination, vocabulary, spelling and handwriting through the teaching of writing. We will do this through modelling good practice, using good examples and setting writing targets to aid self-improvement. We give each child the opportunity to discuss and assess their own writing and the work of others. Handwriting is a skill which can only be improved by constant practice. We have regular handwriting practice sessions and we support the development of this skill across the writing opportunities provided by the curriculum.

Phonics: Phonics is the knowledge of how the alphabetic sounds work and how these sounds are combined to correspond to the spoken word. Phonemes are the sounds made by blending letters to correspond to the spoken word and graphemes are the written equivalent of the phonemes. Through phonics we aim:

- To deliver a high quality, systematic phonic programme that is fast, focused, frequent and fun;
- To enable children to start learning phonic knowledge and skills as soon as they begin school



with the expectation they will become fluent readers, having secured word building and recognition by the end of Key Stage 1;

- To teach the children to apply the skill of blending phonemes in order to read words;
- To teach the children to apply the skill of segmenting words into phonemes in order to spell words;
- To ensure that children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns;
- To ensure children are taught tricky words that do not conform to regular phonic patterns;
- To encourage children to attempt to spell words for themselves, within the range of their phonic knowledge by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.



MATHEMATICS

Maths gives confidence and competency with numbers and measures. It can be used to tackle a wide range of practical tasks and real-life problems. We are keen to give the children an opportunity to see mathematics as a source of fun and to enable each child to achieve and enjoy the work they do.

The work we provide is carefully structured. We match the activities to each group and if appropriate to the individual child. Information and Communications Technology (ICT) and other materials are used to support this. We give children a wide range of mathematical activities to facilitate knowledge, skills and understanding in the use of numbers, measures, shape, space and statistics.

We teach children to be confident in recording their work in Maths in a variety of ways. Both practical and investigative work relating to 'real life' problems encourages children to apply their mathematical knowledge. Children work independently and co-operatively with others. We also place an emphasis on mental maths to encourage quick recall of number facts.

SCIENCE

Work throughout Key Stage 1 and Key Stage 2 covers scientific enquiry, life processes and living things, materials and their properties, and physical processes.

We promote 'hands on' experiences in our Science curriculum. Children are given the opportunity to ask questions, make suggestions, explain and make predictions, design investigations, use scientific apparatus properly and draw conclusions. We give children the opportunity to record their work in a variety of ways: pictures, diagrams, charts and graphs. Through our Science curriculum we promote important thinking and questioning skills.

FOUNDATION SUBJECTS

Your child will be taught the foundation subjects through topics. This cross curricular approach makes for a stimulating and varied curriculum. Children are encouraged and supported to develop their skills at different levels and they can transfer these skills to different subject areas.

GEOGRAPHY

Through our topic approach we encourage children to gain an awareness of their own environment and investigate the local area and its landscape. From this they are encouraged to extend their knowledge of societies both in this country and abroad to appreciate similarities and differences among them.

Through the studying of localities children develop their geographical skills such as recognising landscape features, following directions using maps and fieldwork techniques. ICT will be used to support and extend geographical skills and knowledge

HISTORY

Through our topic work we want our children to learn to use a variety of sources such as artefacts, photographs, websites and films to find out about the past. Through our choice of topics we want our children to develop their use of historical skills as well as learning about the people and cultures of the past.

During their time in our school children will have the opportunity to investigate British and world history.

COMPUTING

Computing is taught across the curriculum and is used to promote and enhance learning. A stand-alone computer programming lesson is also taught weekly.

We encourage children from an early age to be confident in using many forms of technology including laptops, iPads, digital cameras, programmable robots, sensing equipment and digital microscopes.

Both classrooms have interactive plasma screens which are used by individuals and for whole class teaching. Each child and staff member has their own iPad which is linked to Apple Classroom Manager, and they have access to Chromebooks.

ART AND DESIGN

Art and Design will provide your child with the opportunity to develop their creativity. Children will be given the opportunity to express themselves using a variety of media which will include pastels, crayons, clay, textiles and other collage materials.

Our topic work will provide the opportunity for your child to develop their skills and work individually and collaboratively with children in our own and other schools.



DESIGN AND TECHNOLOGY (DT)

Design and Technology provides opportunity for the children to investigate familiar objects around them. They explore how things work, what they are used for and the needs of people who use them.

Children have the opportunity to develop a range of practical skills across both key stages working with different materials including fixing and joining, measuring and cutting, assembling and applying a range of finishing techniques. Children are encouraged to design and make their own products and learn to evaluate them suggesting ways in which their work could be improved.

Design and Technology provides us with opportunities to make links with other areas of the curriculum such as Science, English and Maths.

MUSIC

The children regularly take part in singing. Opportunities are provided through school productions for children to sing as a group and as individuals. We want our children to develop an enjoyment of all types of music.

We invite specialist teachers into the school to support the delivery of music where children will have the opportunity to make, compose and move to music.



PHYSICAL EDUCATION (PE)

The PE we provide will give your child an opportunity to participate in activities that help them develop their physical and social skills. We are able to offer the children the opportunity to take part in a wide variety of activities including athletics, dance, gymnastics as well as outdoor activities such as rock climbing, gorge walking, fell walking and camping.

We enter inter-school competitions with neighbouring schools. During the year all children in the school attend swimming lessons at Appleby Swimming Pool.

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. We want to be able to provide children and young people with key building blocks to be physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep, we also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often concern that RSHE will encourage sexual experimentation, however, evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity. Parents and carers have the right to withdraw their child from sex education, other than what has to be covered as part of the Science and PSHE curriculum.



RELIGIOUS EDUCATION & WORLD VIEWS (RE & WV)

Religious Education and World Views in our school is taught in line with the local authority's 'Agreed Syllabus for Religious Education'. Our approach is based on the six main world religions: Christianity, Buddhism, Judaism, Islamism, Dharmic Hindu and Sikhi as well as exploring other world views such as Humanism.

In our Religious Education and World Views we aim to foster tolerance and respect for peoples' beliefs and an awareness of customs, stories, buildings and famous people associated with world religions and world views. We encourage our children to have an open and enquiring mind and to ask questions to further develop their knowledge and understanding.

Parents and carers may withdraw their child from sessions where there is a specific religious element.

COLLECTIVE WORSHIP

Each day in school we have a collective worship. We take the themes based on world events, British values and link it to the traditions of the Christian faith. We observe the festivals and mark the events of six main world religions.

Our close links with the local churches mean that we regularly welcome visitors to take part in and lead our assemblies.

Parents and carers have the right to withdraw their child from Collective Worship.

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

We want our children to become active and responsible citizens in later life and provide a variety of opportunities that allow them to develop the knowledge, skills and understanding they need to support this. British Values forms an integral part of our curriculum.

Other areas of the curriculum, such as Science and PE, and opportunities that we provide both in and out of school also contribute to this area.

MODERN FOREIGN LANGUAGES (MFL)

We currently provide weekly French lessons for all pupils being delivered by a specialist teacher of French. Our emphasis is on developing speaking and listening skills, to develop enthusiasm for learning different languages and to experience other cultures.



PASTORAL CARE

We are aware that we share responsibility with parents and carers for the children in our care. Parents and carers will have taught their children to respect other people's feelings and property. Adults play the most important role in teaching their children about ways of behaving. At school we reinforce the attitudes, manners and appropriate behaviour that children begin at home.

We aim to ensure that misbehaviour is treated with firmness and fairness. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own behaviour. Our whole school Behaviour Policy document is available to all parents and carers.

The school will not tolerate acts of bullying and these will be dealt with firmly after careful investigation of any incident. The staff enjoy excellent relationships with parents/carers who are welcome to come in to school at any time to discuss matters of progress, welfare, discipline etc.

INCLUSION

All our children are valued and individual differences are respected and enjoyed. Children progress at different rates and our curriculum reflects this, allowing children opportunities to stretch themselves and develop their strengths and achieve their full potential. At our school we strive to ensure that the needs of all the children are met. Through observation, monitoring, assessment and liaison with colleagues, early identification of a child with special educational needs can be achieved.

The class teacher will provide an appropriate programme of work for the child who needs support. At a later stage it may become necessary to involve the Special Educational Needs and Disability Co-ordinator (SENDCo), who with the class teacher, would draw up an Individual Education Plan (IEP) for the child. In some circumstances other agencies may need to be involved. Parents and carers are informed at all stages of the process.

We have a disabled access at the rear of the school and a disabled toilet. Parents of children who have disabilities should contact the school directly to discuss individual requirements.

Copies of our SEN Report Policy are available on the school website. The SENDCo is Mr Jack Davis.



PART 2: GENERAL INFORMATION

FLEXI-SCHOOLING

We firmly believe and fully support a parent and carer's right to choose to Electively Home-Educate (EHE) their children. EHE is a bold step for any family, it is a decision not taken lightly or without good cause. The families who choose to move to the Flexi-Schooling model do so for a huge variety of reasons. Flexi-Schooling is not a part-time education; it is recognized as being a form of full-time education delivered in a hybrid format of both school attendance and EHE.

We offer a 3-core day programme of Monday, Tuesday and Wednesday with days four and five being optional for flexi-schooling pupils.

AFTER SCHOOL CARE

We offer after school club on Monday, Thursday and Friday evenings between 3.30pm and 5pm evenings 3.30pm – 5.00pm (term time only). The cost of each session is £3.50 per child. The after-school club is there to look after children in a fun, interactive environment. We will encourage reading time and with direction from parents and carers, time to catch up on homework.

We also run a sports after school club on Tuesday and Wednesday evenings between 3.30pm and 4.30pm. These clubs are funded through Sports Premium.

ATTENDANCE

Attendance is strength of the school – 95.64% in 2024 - 2025.

CATCHMENT AREA

The school draws children from a very wide area, within the Great Asby parish. The children come from Great Asby, Little Asby, Drybeck and The Heights.

COMPLAINTS PROCEDURE

If at any time you become concerned about any aspect of your child's education you should discuss the matter with your child's class teacher. If this discussion does not satisfy you then you should inform the Headteacher, who will arrange to meet you. If you still have reason for concern, you may write to the Chair of Governors, who will set in motion the formal appeals procedures as required by law.

As staff we will do all we can to resolve your concerns and to ensure you are happy with our school and your child's education. A copy of the Complaints Procedure is available from the school website.

CHARGING POLICY

It is not the policy of the Governors to make a charge for any activity which is part of the normal school curriculum. Parents and carers may be asked to make a voluntary contribution towards the cost of an educational visit or workshop. A copy of the Governors' Charging Policy can be seen at the school website.

INSURANCE

The Governors have been asked to make parents and carers aware that the provision of personal accident insurance is considered to be parent's and carer's responsibility, to cover against any accident-causing injury or harm, whether in or out of school. At present children are insured at school only if there is negligence or willful damage. Pupils' personal effects should be covered by parents' household insurance.

CHILD PROTECTION

Parents and carers should be aware that the school follows the Local Safeguarding Child Protection Procedures and would report any concerns immediately to the Social Care Team. A copy of the Child Protection Policy is available on the school website. The designated safeguarding lead is Mr. Andy Liles.

COMMUNITY LINKS

We see ourselves as very much in the centre of the community. We welcome and promote community links. Events such as the Harvest Pop-up Café and Christmas Fair enhance these links. The school is always keen to become involved in such projects and charity events and also welcomes visitors into school to support our curriculum such as volunteer readers.

FRIENDS OF ASBY ENDOWED

Our school has a very active 'friends' group that provides support for the school as well as fund-raising for the benefit of all the children in it. They hold regularly meetings to plan events. There is a committee that deals with the administration and organisation, but everyone is welcome to come and join the activities.

As the school is an important part of the community we value the support they give us in our fundraising efforts.

WORKING ALONGSIDE OTHER SCHOOLS

We have close links with our cluster schools. Joint activities are organised which give your child a chance to make friends in other settings. This collaborative work gives our school opportunities to take part in projects to further contribute to the education of your child.

GLOBAL COHESION PROJECT

At Asby Endowed School we have a unique link with the Ankoma Presbyterian Primary School in Ghana, West Africa. This is an exciting long-term project and all the children in our school are involved. Through working with Asha Richardson, who regularly visits the Ankoma School, we have learned about daily life and the challenges faced for children living in Ghana. We are looking forward to the next stages of this project, when we will work closely with Asha to support the children of Ankoma in becoming more self-sufficient and having access to clean water, clothing and sustainable food supplies.

HOME/SCHOOL AGREEMENT

Each year we send out a Home/School Agreement. This document encourages the link between home and school. We ask that you support this agreement and sign and return it to school.





SCHOOL DINNERS

Lunches are cooked by and collected from Appleby Primary School. Each day there is a choice of main courses and puddings. Some children bring a packed lunch. If your child has a packed lunch, please ensure that it is a healthy lunch and does not contain chocolate or sweets. All Reception and KS1 children have free fruit each day.

School meals are ordered termly via the school office. All payments are made online, making the process much simpler for all.

Pupils in Reception, Year 1 and Year 2 are entitled to universal free school meals. We would encourage all parents and carers of this age range to take advantage of a free school dinner.

Free meals are provided for children in KS2 where the home income falls below a certain figure. Please apply via the Westmorland and Furness Council website.

The current cost of a school dinner is £2.85 per day (£14.25 per week).

MILK

Milk is available at a current cost of 10p per day. This is ordered and paid for half-termly. The children normally drink their milk at morning playtime.

PARENTS AND CARERS CONSULTATION AND REPORTS

A parents and carers' consultation evening is held in the autumn and spring terms, when parents and carers can see their child's work and discuss progress with the class teacher. However, parents and carers are welcome in school at any time to meet with their child's teacher.

During the summer term, each pupil's report will be written by the class teacher(s). The report will be sent home and you will be invited to comment if you wish to do so. Parents and carers may also see their child's school records at any time by arrangement with the school.

Prospective families are welcome to visit throughout the year.

POLICIES

The school has a wide range of policies, copies of which are all available on request. Many of the policies are also available on the school website.

TRANSPORT

Westmorland and Furness Council are responsible for Home to School transport, and they provide guidance on eligibility for free transport. If you wish to apply for a free or spare seat on school transport please apply via the Westmorland and Furness Council website.

SCHOOL UNIFORM

The school uniform comprises of a royal blue sweatshirt or hoodie, a royal blue polo shirt, a grey or black skirt or trousers (shorts/blue gingham dress in warm weather), together with suitable footwear (black school shoes or dark coloured walking/trainer style shoes). If you wish for the school logo to be embroidered on the polo shirt and/or sweatshirt/hoodie, these can be ordered direct from Lakeland Embroidery, Penrith.

When choosing any clothing/shoes for school please bear in mind the following points:

- Clothing/shoes should be easy for the child to take off and put on by themselves;
- Clothing/shoes should be easily recognised by the child – please label everything;
- It should have no inappropriate motifs/designs etc;
- It should be easy to keep clean;
- In the winter children should have indoor and outdoor footwear (wellingtons to be named).

Children will need PE/Games kit:

- Trainers (different pair if they wear trainers with the uniform; pumps are unsuitable);
- T-shirt and shorts/sweatshirt and jogging bottoms;
- A bag to keep them in – a small rucksack/drawstring bag.

We do not encourage children to wear jewellery for school. If a child wears earrings these must be removed for PE for health and safety reasons.

HOMEWORK

Every child will bring home a banded book suitable for their reading level which they are encouraged to share with you at home at least three times a week. The reading diary can be filled in together to provide a good link between home and school. Homework will differ according to the age of the child. All children will be given spellings and times tables or Learn Its facts. In Year 6, children will have additional homework as part of their SATs preparation.

ABSENCE FROM SCHOOL

If your child is unwell please contact the school as soon as possible. If a member of staff is unavailable to take your call please leave a message.

MEDICAL FACILITIES

We have first aid trained staff in school at all times. When your child begins school you are asked to give relevant medical information about your child. It is important that you notify us if these details change. If your child requires medicine to be given during school time then please hand it in to the school office at the start of the day. Appropriate forms will need to be completed.

At times children may have health checks undertaken by the Westmorland and Furness Public Health team. Parents and carers will be notified prior to the health check and asked to sign a consent form and will be notified of the results.







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