

ST. GILES C of E (VA) SCHOOL PROSPECTUS

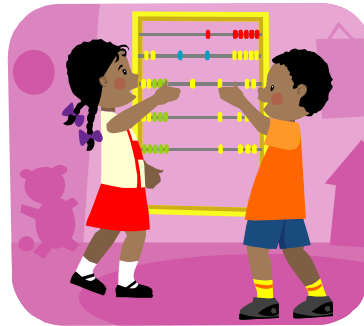


2010 – 2011

Welcome to St Giles CE (VA) School.

The Governors and staff hope that the information contained in this prospectus will be helpful to you and your children. It is published for those of you who are new to the school but also for parents who have children already attending this school.

Please read this prospectus carefully and feel free to contact the Headteacher if you would like to know more or to arrange a visit.



If A Child Lives With . . . *by Dorothy Law Nolte*

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with fear, he learns to be apprehensive.

If a child lives with jealousy, he learns to feel guilt.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns to be confident.

If a child lives with praise, he learns to be appreciative.

If a child lives with acceptance, he learns to love.

If a child lives with approval, he learns to like himself.

If a child lives with recognition, he learns that it is good to have a goal.

If a child lives with honesty, he learns what truth is.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to trust in himself and others

If a child lives with friendliness, he learns the world is a nice place in which to live.

Contact information

Parent Notice Boards (Outside every classroom)

Website – www.st-giles.org.uk

Telephone 01977 722880

Email – admin@st-giles.wakefield.sch.uk

Class teacher

Learning Mentor Manager - Mrs C Brown

Deputy Headteacher – Mrs S Johnson

Headteacher – Mrs M M Gibbons

Senior Leadership Team	Governors	Teaching staff	Support staff	Admin staff	Premises staff	Kitchen staff	Dining room staff
Headteacher Mrs M M Gibbons	Chair of IEB J McLeod	Mrs K Crane Nursery	K Roberts Nursery nurse A Dixon C Cass (SEN)	S Cosgrove Senior Admin Officer	K Walters S Keenan Caretaker	E Aston Cook	J Buday Lunchtime supervisor
Deputy Headteacher Mrs S Johnson	IEB J Jagger	Mrs J Senior Upper Foundation	T Michie Nursery nurse C Todd - am UF	J Keenan Admin Officer	M Wright Cleaner	A Wakefield Catering assistant	L Beckett Lunchtime supervisor
School Business Manager Mrs T Timmins	IEB P Reynolds	Miss J Meakin Y1	H Peaker Y1 C Todd - pm		K Hale Cleaner	A Schofield Catering assistant	K Baxter Lunchtime supervisor
SENCo/Foundation Stage Mrs J Senior		Miss K Gillespie Y2	K Kitchen Y2 P Robinson Y2(SEN) L Houchin Y2 (SEN)		S Frankland Cleaner		S Hetherington Lunchtime supervisor
		Mrs J Adams Y3	J Taylor Y3 HLTA				J Knappy Lunchtime supervisor
		Miss K Dyer Y4	J Jepson Y4 UHLTA A Hill				L Arkless Lunchtime supervisor
		Mrs M Holmes Mrs J Marshall (0.6)Y6	D Pickin Y5 G Wilkes Y5 (SEN)				D James Lunchtime supervisor
		Miss E Blackburn Y5	L Lunn Y6				M Mangham Lunchtime supervisor
			C Brown Learning Mentor Manager				

Primary Adviser Kathy Wild **Educational Psychologist** K Scorer **School Improvement Adviser** Dr M Ali **School Nurse**
P Wathey **EWO** Karina Dexter

A Brief History of the School

Opened in September 1989 by the then Bishop of Wakefield, David Hope. Pontefract St Giles is a Voluntary Aided Church of England School and is at the heart of two parishes, St Giles and All Saints. The school is an associate member of Pontefract Trust which involves the local tertiary college (New College) two high schools (The Kings High and Carleton) and most of the primary schools in and around Pontefract.

As a Church of England school, all children are expected to attend daily assembly, visit church on special occasions and take part in all activities associated with the Christian calendar. However, by law, parents have the right to withdraw their child from assemblies, if they so wish.

Mission Statement

Living the message of Christ, in school and community through our faith and worship, so as to develop a partnership of teachers, pupils parents and parishes.

Providing an environment which encourages each individual to grow in the love of God and each other.

*Giving respect, compassion and generosity to all.
Cherishing, guiding and developing those entrusted to our care.*

Providing the highest standards of education.

Ensuring that all individuals are valued and helped according to their needs, accepted for their strengths and weaknesses, and encouraged to fulfil their own potential in our community.

Working together will help us transform these few words into a spirit that will live in our school forever.

This ethos is reinforced by visits to the churches of St Giles and All Saints and through regular visits from members of both churches.

The Ethos Committee of the Governing Body ensures that this aspect of school life is regularly monitored and reviewed.

School Aims

Within a safe and secure environment we seek to equip our pupils for the world of today and tomorrow, to foster self-esteem and respect for others, to widen horizons and to give them the means to reach those horizons and beyond.

School Ethos, Self Esteem and Personal Development

- To build the self-esteem of the individual by praising and valuing achievements.
- To value creativity both within and beyond school.
- To create a school atmosphere that is both conducive to work and socially secure for all members of the school community.
- To encourage individuals to be independent, imaginative and resourceful.
- To value initiative and a sense that all have the potential to contribute.
- Within the limits of security, to make the school and establishment where as many individuals as possible feel included.
- To foster a sense of justice, self-discipline and personal responsibility.
- To equip individuals with the social and self-expressive skills for life in a society that needs co-operative social and economic skills.
- To foster both a sense of self-worth and tolerance and an appreciation of the worth and cultures of human beings in whatever environment or timescale.

Skills and Knowledge

- To equip children with the academic and social skills they need in everyday life.
- To give special significance to literacy and numeracy. Staff identify this as a paramount need.
- To identify and cater for the needs of all children.
- To prepare for the next stage of education.
- To equip members of the school community with the skills and knowledge to enhance their current and future lives.
- To structure learning so that it most closely meets the needs of individuals.
- To have a clear vision of high standards and to strive to meet them.
- To provide a broad, balanced, relevant education that has diversity of content and learning methods.
- To foster enquiring minds that want to know more.

Our school aims to be a secure and welcoming environment that fosters progress, achievement, aspiration and the social skills to use abilities in a community. All members of our school community should look for opportunities to further our aims by the example they set. So, we value rigorous academic standards and care and consideration.

The school values discipline in both work ethics and personal conduct and recognises that a sense of justice and fairness is essential to this process. It recognises that the promotion of a positive self image is the key to raising both academic and social standards. To that end though, we recognise that censure is also necessary. We regard praise as the key to achieving high personal standards.

Learning Policy

At St Giles we work to make the children able.

You learn and become able...

- When you feel comfortable and safe
- When you want to learn something or know you need to learn it.
- When you know why, not just how.
- When you are not afraid to make mistakes.
- When you know what is expected and what is acceptable.
- When you have time, and you feel relaxed and enjoy the lesson.
- When you are allowed to explore and explain what you have learned.
- When someone notices you've done well and you are praised, (and the good news is passed on to someone important to you).
- When you think about what worked and didn't work and decide how to do better.
- When you are encouraged to think about things in new ways.
- When you are encouraged to discuss work, or share your skills and knowledge with others.
- When you are helped and supported by friends.

We view visits out of school as an essential part of education. First hand experiences are something that cannot be gained from books or classroom teaching. Most topics throughout school will have a well planned visit included. These visits form the basis for work in school, and all children are required to go on these visits.

Physical Education is taught in line with National Requirements. The P.E. hall is well equipped with large apparatus and has a smooth wooden floor. This being so, all work is done in the hall in bare feet.

Outside games/P.E. on the playground or field is also part of the curriculum. All children are timetabled for at least two hours of PE each week. Suitable clothing and footwear is required for this (see clothing list). Sports include football, cross-country, rounders, cricket and other team games. Year 4 and Year 5 children swim at Pontefract Swimming Baths, as part of the P.E. curriculum. Throughout their time in school the children will pursue a Health Education and P.S.E. course.

As St. Giles is a Church of England School, R.E. is taught in line with a combination of the Diocesan/ QCA and school R.E. Syllabus. Assemblies are held each day and parents have the right to withdraw children if they so wish.

Extra curricular activities take place at lunch times and after school on a regular basis. These activities are varied and the majority of children find something of interest to them. At various times they include tag rugby, football, rounders, cricket, drama, singing, cooking, and knitting.

How are classes organised?

Classes are organised in single age groups from Upper Foundation (age 4/5) to Year 6 (age 10/ 11) St. Giles has an admission limit of 30 per class and the Governors rigidly work to this limit. This we are sure is beneficial to the education of the children and staff.

Children are the responsibility of a particular class teacher for each year they are in school. The teachers are responsible for setting work, within the topic agreed by staff, to deliver the National Curriculum. They are also responsible for planning, monitoring, assessing and evaluating work. They have responsibility for pastoral care within the class. There is of course support from all staff, senior management team, Learning Mentor and the Head Teacher when it is required.

The school has a positive approach to good manners, behaviour and work. This is encouraged through a whole school Colour Point Reward system, where children wear a badge and belong to a colour team. Pupils are awarded points for good behaviour, good manners and trying hard. Stickers and achievements are awarded in sharing assemblies on a weekly basis. Attendance certificates are awarded for good attendance (individual) and weekly prizes for the best class attendance.

A Behaviour Policy contains procedures for dealing with poor behaviour and work on a regular basis, and involves parents at an early stage.

Children who have learning and behavioural problems are placed on the Special Needs Register. St. Giles follows the Code of Practice established in the 1993 Education Act, for children with Special Educational Needs.

The school has a Child Protection Policy, reviewed and agreed annually by the Governors. Copies are available from the School Reception. A copy is on display in the staff room.

The Designated Child Protection Person is the Head Teacher, Mrs M Gibbons.

Weekly Reading Workshops are held in Key Stage One classes. Grown –ups are invited to come in to class to help with reading.

We hold a lunch club for over 50s on Wednesdays.

A coffee afternoon is held in the dining hall every Wednesday afternoon from 2:30.

The aim is to develop a creative, whole school approach to work and, while older and younger pupils may be engaged in different curricular activities, we allow opportunities to share, appreciate, develop, learn from and celebrate each other’s achievements and to widen experiences within the community.

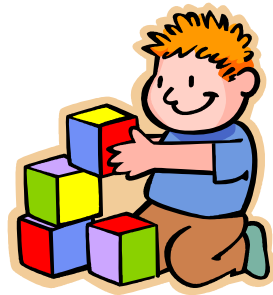
The children are taught the full National Curriculum. The core subjects of English, Maths, Science and ICT, are given emphasis to help the children to develop a depth of knowledge and understanding and to gain skills in these areas. There are objectives or goals setting out what children should know and be able to do at each stage in their schooling. These objectives are called Attainment Targets. For each subject there are descriptions of what the children should be taught to help him/her to achieve the Attainment Targets.

At the same time we try to organise the foundation subjects so the children are able to link and connect their thoughts and learning experiences, covering History, Geography, ICT, DT, Art, Music, RE, PSHE and PE.

The Foundation Stage – our very youngest children

Nursery and Reception children follow the final year of the Foundation stage Curriculum which is based on the QCA guidance for the Foundation Stage.

Our aim is to provide quality learning experiences for all the children; learning that is structured, balanced, relevant to the child and related to the real world. The Foundation Stage Curriculum is divided into six areas of learning. Every day your child will have the opportunity to do the following:



Personal, Social and Emotional Development

We encourage children to develop confidence, play together and consider the feelings of others. We promote the development of good behaviour and manners in line with school policy and help the children develop a further awareness of themselves.

Communication, Language and Literacy

We encourage children to speak clearly and to listen to each other. There are many opportunities to join in with stories, poems, rhymes, songs and role-play. Children are taught to link sounds to letters and start to recognize the reception key words. From the beginning they are encouraged to develop an interest in books and will be introduced to a reading scheme appropriate to them. They are taught to form recognizable letters, write their own name and are also encouraged to experiment with different writing material so they can

attempt writing for a variety of purposes.

Mathematical Development

Children are encouraged to acquire accurate mathematical language, for example. Taller than, in front of, heavier than. They sort objects according to criteria such as size, colour, shape etc. There are opportunities to count objects, recognize numbers 1-10, write them and order them. They learn sequencing skills and explore pattern and shape.

Knowledge and Understanding of the World

Children are encouraged to use their senses and to describe and discuss what they see and discover. They are encouraged to ask questions about why things happen and how things work. They find out about past and present events in their own life. We use our school grounds, walks into the town, school visits, photographs, visitors, the internet and artefacts to find out about the world we live in. The children are also taught simple IT skills.

Creative Development

Children have many opportunities to express themselves through drawing, painting, collage and model making. They will work collaboratively with a partner or a group. They will learn and sing new songs and rhymes, play percussion instruments and recognize and explore how sounds can be changed. They will be encouraged to use their imagination in dressing up and role-play.









Physical Development

We provide opportunities to run, throw, catch and balance using both small and large equipment. Children are encouraged to travel around, under, over and through balancing equipment. Children use the enclosed area and play are every day for ride on toys, role play, water and sand play, large construction toys, chalking and painting.

Homework

Our approach to homework is based upon a positive partnership between home and school enabling the child to make links between learning at home and at school whilst keeping it manageable for parents.

Key Stage One pupils should read their reading book every evening and learn their spellings.

Key Stage 2 pupils

Homework encourages good work habits and enables us to assess how much children have understood and retained.

After School Clubs

Throughout the year various clubs and activities are organised by the staff. Some of these take place at lunchtimes whilst others are after school.

Sometimes specialist teachers or coaches visit the school to lead some of the activities. There are also opportunities for the older children to go on a residential visit to an activity centre every year. All these activities are dependent on the goodwill of school staff.

Code of Behaviour

Staff use an assertive approach to managing behaviour based upon a system of rewards and consequences which have been discussed and agreed with the children at the beginning of each year. The emphasis within this is upon rewarding positive behaviour (catching them doing it right), rather than catching them doing it wrong.

When children do not respond to this approach and persist with negative behaviour, they will be reminded of the consequences and invited to make a choice about their behaviour in the light of these consequences. Such instances will include the need to discuss behaviour with the teacher (or head teacher), the loss of play or personal time, or the discussion of the behaviour with the parents.

'Circle Time', is used as a forum for open discussion of right or wrong and often helps resolve disputes or real or perceived injustices. We commit curriculum time to this process.

In the unusual circumstances of extreme behaviour occurring, it will be made clear that it is entirely unacceptable, parents will be contacted and encouraged to work in partnership to address the situation.

If the behaviour persists, then an Individual Behaviour Plan will be drawn up and shared with parents. This will make clear the targets for improvement, the strategies to be employed and the roles that various adults will play.

Code of Behaviour

- Be kind and polite to everyone.
- Work sensibly at all times.
- Behave sensibly at all times.
- Do things as soon as we are asked.
- Look after all the things we use in school.
- Keep our school and ourselves clean and tidy.

Getting ready for School

Starting school for the first time is exciting, but it can also be a time of anxiety for both children and families. We would like your child's transition to our school to be as smooth as possible and work hard to create a firm partnership between home and school.

Transition can be made easier by:

- Talking about school.
- Walking past the school at different times so that your child can see the building as a familiar part of the town.
- Participating in events such as Reading Workshops, Sports Day, Wednesday coffee and FEET group, when the children become familiar with the school building and mixing with the school routines and community.
- Encouraging independence, particularly when dressing.
- Talk to teachers when we have a problem.

Volunteers

We welcome parents who are able to spare any time to help at school. Volunteers who would like to help with reading, maths, spelling, listening to readers, art etc. are always most appreciated. We do like to feel that parents are involved with the school in whatever way

they are able. Please speak to any member of our office staff if you would like to find out more.

Healthy Eating

As a school, we actively encourage our children to adopt a healthy lifestyle. Children in KS1 receive a free piece of fruit through the School's National Fruit and Veg Scheme. Juniors can buy a healthy snack at break times. Sweets are not allowed.

Kingswood Catering provide nutritionally balanced, delicious meals cooked on the premises. Menus are sent home in advance and provide a vegetarian option. The children also have a choice of salads and a second pudding option of yoghurt and fruit.

Children are encouraged to drink water freely throughout the day. Fizzy drinks and fruit drinks are not allowed in school.

Milk is provided free of charge to children under five.

Anti-bullying

The school does not tolerate bullying in any shape or form.
In line with the Behaviour and Discipline Policy we:

- Encourage positive behaviour.
- Promote the Policy in Assemblies.
- Give time for classroom discussions.
- Involve all children to raise issues through the School Council.
- Promote a healthy play environment.
- Are vigilant at all times.

Child Protection

The school takes the safeguarding and welfare of its pupils very seriously. It works in partnership with parents to support children in every way possible. If, therefore, concerns are raised within the School or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. It would have to be referred to Social Services. This is in line with Wakefield Policy.

The Head teacher, Mrs M Gibbons is the designated Child Protection Officer and is responsible for co-coordinating the school's Child Protection Policy. Mrs S Johnson, Deputy Headteacher is the Deputy Child Protection Officer. The policy is available on request.

Mobile phones are not permitted in school and if accidentally brought in, will be kept safe until the end of the school day.

We ask for your support with the use of ICT in school by completing an acceptable user agreement and returning to school.

Accidents

In all cases of emergency the Head teacher will endeavor to get in touch with the parents concerned, but if this is not possible she will act on the advice of the Medical Officer consulted. Several members of staff have recently received First Aid training and nursery are updated with Paediatric First Aid Training.

Home Contact System

A form will be sent home at the beginning of each school year on which emergency contact numbers must be given and returned to school. We ask that we are kept informed of any changes to these details.

Absences

If your child is unable to attend school, we ask parents to ring the office before 9.15 a.m. on the first day of absence and then for a letter to be written to explain the absence on return. To ensure your child's safety, a member of staff will ring home if no call has been made, by 9.15 am.

Absences may be authorized for sickness or any unavoidable cause, religious observance, or where the L.A. has failed to provide transport. Absences will not be authorized for other reasons –

Children attending school will be expected to take part in P.E., games and swimming unless this is against the advice of a Doctor.

Severe Weather

If it is necessary to close the school due to severe weather an announcement will be made on local radios and on our website at St.giles.org.uk. We will endeavour to provide up to date information where possible.

School uniform

We do have a school uniform and our pupils are very proud of it. The uniform is as follows:

Girls - Gold Polo Shirt with school logo. Bottle green sweatshirt or cardigan with school logo. Grey skirt or long plain black trousers (without chains). In summer a green and white checked dress may be worn.

Boys - Gold Polo shirt with school logo. Grey/black trousers. Plain black shorts in summer.

The gold polo shirt/sweatshirt/cardigan can be ordered through school or Albert Lee in Pontefract.

SWIMMING - A one piece costume for girls. Trunks NOT SHORTS for boys.

PLEASE MARK ALL CLOTHING WITH THE CHILD'S NAME.

All children require a change of footwear for inside school. All the classrooms are carpeted and outside shoes cannot be worn in school. Black pumps (named) are ideal and inexpensive. Trainers or pumps are required for outside P.E. (shoes are unsuitable).

If children have earrings, they must be studs as anything else is dangerous. Necklaces and bracelets should NOT be worn. Body piercing is NOT allowed.

Extreme hairstyles (tramlines/Mohican styles/bright colours)are not allowed at St Giles.

Clothing & Personal Property

In general we do not encourage children to bring toys or personal property to school. Items that become a distraction or nuisance will be removed until the end of the day and discouraged in future. Apart from watches, no jewellery should be worn in school. If ears are

already pierced, studs only may be worn and in the interest of safety they must be removed for P.E./swimming activities. All uniform may be purchased through the school office.

P.E. and Games Kit

It is important that the children have a separate P.E. kit to change into and that they have a pair of plimsolls available in the school at all times for P.E. activities. Plimsolls (not trainers) are required for indoor P.E., and plimsolls or trainers for outdoor P.E. Children can, of course, change shoes for playtime activities.

Art and Craft clothing

An overall is used to protect school clothing during art and craft activities. This can be easily made from an old large T-shirt or shirt.

School Meals Service

We hope that parents will support the Schools Meals Service whenever possible because we strongly believe in the social benefits of eating together in a 'family' atmosphere. The cost of a school meal and payment details are stated on the school information sheet available on request. Families receiving Income Support may be eligible for free meals, and confidential information is available from the school office.

Friends of St Giles School

The 'Friends of St Giles School' was set up to support the school, not only to raise additional funds but also to encourage involvement in all aspects of school life. The 'Friends' have raised money that has enabled improvements to the school grounds and buy more books for our library. Fund raising has included summer fetes, cream teas; quiz nights and car boot sales. The 'Friend's' Chairperson always contacts all new parents to the school by letter to introduce their work and events.

Admission to school: School Year 2010-2011 Number on role 204 [f.t.e.]

St. Giles is a Church of England School, aided by the Local Authority. Admission to the school is controlled by the Governors (not the Local Authority).

In agreement with the LA, an admission limit of 30 will apply. This means that admission into Nursery does not guarantee a place in main school.

Where the number of applications received during the normal admissions round exceeds the admission number of the school, the Governing Body will apply the following criteria in strict order of priority.

1. Looked After Children (a child who is looked after by the Local Authority in accordance with Section 22 of the Children Act 1989).
2. A child who, or whose parents/guardians, resides within the parishes of All Saints and St. Giles, or whose parents/guardians are on the electoral roll of that church, and who are:
 - a) 'At the heart of the church,' a regular worshipper. A person who worships at least twice per month. The worshipper could be one, or both parents of the child.
 - b) 'Attached to the church,' a regular but not frequent worshipper. A person who usually attends a monthly family or church parade service or is regularly involved in a weekday church activity including an element of worship.

A 'Supplementary Information Form' (SIF) to provide confirmation of Christian commitment is available from the school. The form should be signed by the Vicar, Rector, Priest in Charge, etc. During an interregnum, the form should be signed by a Churchwarden.

Parents having moved to become resident in the parishes mentioned above, having been on the Electoral Roll of another Anglican parish, will qualify upon proof of membership being provided by the priest of that other parish.

(See Notes 1, 2 and 3)

3. A child who has a brother or sister (including a half-, step- or adoptive brother or sister) attending the school at the proposed date of admission.

(See note 5 – Siblings)

4. A child whose parents/guardians reside within the parishes of All Saints and St. Giles who are members of another Christian Church recognised by Churches Together in England and Wales whose Church is within the parish, who are:
 - a) 'At the heart of the Church' a regular worshipper. A person who worships at least twice per month. The worshipper could be one or both parents
 - b) 'Attached to the church' a regular but not frequent worshipper. A person who usually attends a monthly family or church parade service or is regularly involved in a weekday church activity including an element of worship.

A 'Supplementary information Form' (SIF) to provide confirmation of Christian commitment is available from the school. The form should be signed by the Minister of Religion.

Parents having moved to become resident in the parishes mentioned above, having been Members of another Christian Church, recognised by Churches Together in England and Wales, will qualify upon proof of membership being provided by the Minister of that other Church.

(See Notes 1, 2 and 3)

5. A child of parents residing within the parishes of All Saints and St. Giles.

6. Other children.

NOTES

1. Parish Boundary

A map showing the ecclesiastical parish boundaries is available at the school. If there are more applications in a particular category than the number of places available, the remaining places will be offered to the children whose permanent address is nearest to school-the distance being calculated in a straight line from the school's front door to the front door of the child's permanent address (Local Authority map system).

A map showing the admissions priority area, is available at the school.

2. Parents

'Parents' include all those people who have a parental responsibility for a child as set out in the Children Act 1989. Where responsibility for a child is 'shared', the person receiving Child Benefit is deemed to be the parent responsible for completing application forms, and whose address will be used for admissions purposes.

3. Home Address and Residing in

The home address will be the address used for correspondence related to where 'Child Benefit' is paid. In cases where there is doubt of the home address, or where a child lives between two homes (split families) or other relevant circumstances, proof of the Home Address must be provided to the school to confirm the address used on the application form. Home address will be the address that complies with the above at the closing date for applications set by the Local Authority.

Families who are due to move house should provide:

- i) A Solicitor's letter confirming that exchange of Contracts has taken place on the purchase of a property; or
- ii) A copy of the current Rental Agreement, signed by both the Tenants and the Landlord, showing the address of the property; or
- iii) In the case of SERVING H.M. Forces personnel, an official letter confirming their date of posting from the MOD, FCO or GCHQ

4. Other Christian Churches (Churches Together in England)

The Baptist Union of Great Britain
Cherubim and Seraphim Council of Churches

Church of England

Church of Scotland

Congregational Federation

Council of African and Afro-Caribbean Churches

Council of Oriental Orthodox Christian Churches

Free Churches' Council

Greek Orthodox Church
Independent Methodist Churches
Joint Council for Anglo-Caribbean Churches
Lutheran Council of Great Britain
Methodist Church
Moravian Church
New Testament Assembly
Religious Society of Friends
Roman Catholic Church
Russian Orthodox Church
Salvation Army
United Reform Church
Wesleyan Holiness Church
Ichthus Christian Fellowship
International Ministerial Council of Great Britain

5. The term "Sibling" is defined as: a full or half brother or sister,. a step brother or sister,. an adoptive brother or sister, .the children of parents living together in the same family household.

Step- brother, step-sister, half-brother and half-sister are defined as children who belong to only one parent living in the same family household. The Governing Body will, as far as possible, admit twins, triplets or children from other multiple births as long as they comply with the infant class size regulations.

6. Waiting List Parents who wish their child to be included on the waiting list must inform the school in writing. Any place that becomes available will be allocated according to the published oversubscription criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round.

In accordance with paragraph 3.27 of the Admissions Code. - As soon as school places become vacant The Governing Body must fill the vacancies from any waiting list, even if this is before admission appeals have been heard. Placing a child's name on a waiting list does not affect a parent's right of appeal against an unsuccessful application.

The waiting list will be reviewed and revised: each time a child is added to, or removed from, the waiting list, when a child's changed circumstances will affect their priority, at the end of each school year, when parents with a child on the waiting list will be contacted and asked if they wish to remain on the list the following school year.

It should be noted that children who are the subject of direction by a local authority to admit or who are allocated to a school in accordance with an In-Year Fair Access Protocol (paragraph 3.28 of the Admissions Code), must take precedence over those on a waiting list. Where an admission authority holds a waiting list, they must make it clear in their admission arrangements that these children will take precedence over any child already on that list. Legislation enables this to be done immediately without the need to apply to the Schools Adjudicator for a variation in determined admission arrangements.

7. Appeals Where the governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002.

Parents who intend to make an appeal against the Governing Body's decision to refuse admission must submit a notice of appeal to:

The Clerk to Aided School Appeal Panel

Wakefield Diocesan Board of Education

Church House

1 South Parade

Wakefield

WF1 1LP

Telephone: 01924 371802

Within twenty one days of receiving the refusal letter.

Normally appeal hearings will be held within six weeks of the closing date for receiving the notice of appeal.

If your child was refused a place in Reception or Key Stage 1 because of Government limits on infant class sizes, the grounds on which your appeal could be successful are limited. You would have to show that the decision was one in which the circumstances no reasonable Governing Body would have made, or that your child would have been offered a place if the governor's admission arrangements had been properly implemented.

Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

