



EAST RIDING OF YORKSHIRE COUNCIL



Acre

Heads

Primary

School

Prospectus



Contacting us

Tel: 01482 308380

E-mail: welcomedesk@acreheads.eriding.net

Email: acreheads@eastriding.gov.uk

Website: anlabyacreheads.org.uk

Absence reporting by text: 07927 652299

Welcome desk opening hours 7:45am – 4:15pm School opening hours 6:30am – 6:30pm

Appointments are necessary to see a member of staff unless the matter is a true emergency and then we will return calls as soon as we can.

More information can be found on the school website but if you'd really like to know more about Acre Heads, come and visit us – we guarantee you a warm welcome from the nicest, most hardworking children and adults in the county..... perhaps we're biased but we do love our school!



INVESTORS IN PUPILS





Contents

- 4 Headteacher's Welcome
- 5 Information about our school
- 6 Values and ethos
- 7 Our staff
- 8 Personnel list
- 9 School uniform
- 10 Lunchtime
 - Charging for activities
 - Equal Opportunities
 - Transition
- 11 The curriculum
- 12 Homework
- 13 Mega Days
- 14 The community
 - Parents and carers
- 15 Inspections – the journey so far
- 16 Year 6
- 17 Rewards and incentives
- 18 Health and Safety
- 19 Healthy eating
 - Personal safety
 - Attendance
- 20 Term time holidays
- 21 Charity
 - Clubs
- 22 Children as leaders
 - Acre Beds
- 23 Caring for the environment
 - Collective worship
 - Complaints



Headteacher's Welcome

Whether you are reading this as a prospective parent, carer, professional or a visitor, I hope your association with the school is a happy and prosperous one.

My name is **Mrs Rachel Robinson** and in the picture I'm the one in the white trousers, not the one in the black mask! I joined the school as Headteacher in April 2010. I used to work at the school from 1999 to 2003 as the SENCo, Foundation Stage and Key Stage One leader.

I have taught in four different Local Authorities, at six different schools and have had a wealth of leadership experience, but I loved the place so much that I couldn't wait to come back! It's a wonderful place with wonderful people in it.

Staff and children have to work very hard here but as you can see, we try to make it fun and we pride ourselves on putting our children first. When you work with children - anything can happen - so we've learned to stay positive and keep smiling!

When paperwork is not calling me to my desk I am continually involved in all areas of school life. I run clubs, join in with fundraisers and teach groups regularly. I do playground duties, visit the classes every single day and take a lion share of the assembly rota. I even join in as a dinner lady and scrape plates in the dining hall! I don't take myself too seriously - I am approachable and very human - very firm but I love to have fun too! My motto is "It's nice to be important but it's more important to be nice."

Our school strap line is 'A place to nourish thinking minds.' This is a line from a poem written in April 2003 by a member of staff as she was leaving. The poem in its entirety is hanging up somewhere in school. See if you can spot it next time you are visiting and spot who wrote it!

This is a place



This is a place for friends to share.
To show their love, concern and care.
A place to listen, serve and give
and build a better way to live.

A place to stretch and strive and grow.
A place to ask, and learn and know.
A place to nourish thinking minds
and to discover exciting finds.

A place of thankyou, please and sorry
with little time to waste on worry.
With children who can trust and learn,
politely wait and take their turn.

This is a place where people feel
they can be honest, straight and real.
This is a place for fun and laughter -
A school of happily ever after.



Information about our school

Organisation

Our school is a larger than average sized primary school, with, at any one time, approximately 390 children on roll. We are usually oversubscribed in every year group and the Local Authority operates a waiting list. Many children do come from the immediate neighbourhood but unusually, we are a school right on the boundary of Hull and the East Riding and some of our children come from Hull. This means that we have the pleasure of liaising with both the East Riding and Hull Local Authorities for children's services and some children travel quite a distance to get to school each day.

We cater for children from the age of 4 until they are 11. Children are taught in both mixed and single age groups, and mixed ability classes. Key Stage Two children are usually taught in sets for Maths and groupings across the school are kept flexible to reflect the changing needs of children. Children are admitted in September if their 5th birthday falls before 31st August of the following year. These children are taught in the Foundation Stage classes with three teachers, a Teaching Assistant and a Nursery Nurse and then usually progress each September to a new class.

School Times

What?	Who?	Start	Finish
Breakfast Club	All years	7:45am	8:50am
Milk Tuck Shop	All years	8:45am	8:50am
Morning School	FS KS1/2	8:50am 8:50am	11:30am 12:00
Morning Play	B Half A Half	10:00am 10:15am	10:20am 10:35am
Lunch	FS KS1/2	11:30am 12:00	1:00pm 1:15pm
Afternoon School	FS KS1/2	1:00pm 1:15pm	3:30pm 3:30pm
Afternoon Play	KS2 KS1	2:15pm 2:30pm	2:30pm 2:45pm
Teatime Club Session 1	All years	3:30pm	5:00pm
Teatime Club Session 2	All years	5:00pm	6:00pm

Children should aim to be on site five minutes before the whistle goes but should not be left unattended until 8:45 when a member of staff comes on duty voluntarily.

At the end of the day, FS and KS1 children are brought out to the playground to meet parents. KS2 children go onto the playground and are asked to return to the building if no-one is there for them. Children in KS1 should never be expected to walk to or from school alone. We do not consider that children younger than 16 are appropriate adults to supervise FS / KS1 children. In the winter months, when it is dark outside, we prefer all children to be escorted home by an appropriate adult at 3:30pm and in these months we would never allow a child to go home alone after a club. Any child not picked up at the end of the day would be kept safe in the entrance or Teatime Club.

We would expect all parents / carers to inform us by note or phone call if a child is to be picked up at a different time or by a different person to usual. We would expect parents / carers to make sure as far as possible that children know who is going to pick them up each day.



Values and ethos

Our main school value is 'respect for others' and this is what we are always striving to develop. We also have other values which we have made into our school rules. There is a value allocated to each class in the school – the children have to be champions of that value and try to uphold it in all of their dealings.

	Class	Value	School Rule
FS	Dairycoates	Love	We must show others that we love them.
FS	Burleigh	Fun	School should be fun for everyone.
FS	Stoneferry	Helpfulness	We should help others if we can.
Y1	Sugarloaf	Family	We are all part of the Acre Heads family.
Y1	Drewton	Honesty	We must have complete honesty at all times.
Y2	Sandholme	Kindness	We must show kindness at all times.
Y2	Barmby	Friendship	We must show friendship to others.
Y3	Carlton	Perseverance	We must persevere – practice makes perfect.
Y3	Gowdall	Achievement	We must always strive for achievement.
Y4	Smeaton	Respect	We must respect other people.
Y4	Drax	Forgiveness	We must show and expect forgiveness.
Y5	Hensall	Caring	We should be caring towards others.
Y5	Upton	Enthusiasm	We must try to show enthusiasm in all we do.
Y6	Hemsworth	Self confidence	I will develop self-confidence through working hard.
Y6	Cudworth	Trust	People should be able to trust us.





Our staff

The school staff members are dedicated and well qualified. There are two classes in every year. Each year group team is composed of two teachers and either one or two Teaching Assistants. Some Teaching Assistants are very experienced or hold Higher Level qualifications and are able to cover groups of children under the guidance of the Teachers. Some Teaching Assistants work 1-1 with certain children to provide the necessary support for them to access a mainstream education.

The Senior Leadership Team consists of Mrs Robinson the Headteacher, Mrs Hare who is Assistant Head, and Mrs Garnett and Ms Britton who are our Senior Teachers. They are ably assisted in their duties by an excellent staff Team and Governing Body. The Phase leader team is comprised of all the leaders of the staff groups in the school, Mrs Redfearn who is in charge of FS and KS1, Miss Morgan who is in charge of Y3/4 staff and Miss Imrie who is in charge of Y5/6 staff. The admin, lunchtime and catering teams are led by Mrs Ringrose, our School Business Manager.

Mrs Rachel Robinson
Headteacher



Mrs Angela Hare
Assistant Head

Ms Lyn Britton
Senior Teacher



Mrs Jane Garnett
Senior Teacher

Mrs Pippa Redfearn
FS & KS1 Phase Leader



Miss Alison Imrie
Y5/6 Phase Leader

Miss Sarah Morgan
Y3/4 Phase Leader



Mrs Michelle Radge
Inclusion Manager

Mrs Lesley Ringrose
School Business Manager





Personnel list - alphabetical order



Teachers

Mrs Kate Baker
Ms Lyn Britton
Mrs Anne Crossley
Mrs Jemma English
Mrs Louise Fearn
Mrs Jane Garnett
Mr Tim Griffiths
Mrs Angela Hare
Miss Alison Imrie
Mrs Cathie Kay
Miss Debbie Matthews
Miss Sarah Morgan
Mrs Helen Parker
Ms Sally Perkins
Mrs Michelle Radge
Miss Julie Randall
Mrs Pippa Redfearn
Mrs Rachel Robinson
Mrs Catherine Train

Administration

Mrs Sue Hunter
Mrs Steph Kelsey
Mrs Vicky Percy
Mrs Lesley Ringrose

Lunchtime Supervisors

Mrs Jayne Ayre
Miss Sophie Clarricoates-Hamer
Ms Lisa Hatch
Mrs Clair Lawson
Ms Vicki Marshall
Mrs Ann North
Mrs Helen Percy
Mrs Sue Staines
Mrs Sam Tarafdar
Miss Michelle Wadds
Mrs Sue Waters

Teaching Assistants

Mrs Jennie Annis
Mr David Bacon
Mrs Jen Brady
Mrs Lorraine Commander
Mrs Jan Copley
Mrs Wendy Croney
Mrs Joy Cundill
Mrs Julie Hamer
Mrs Sharon Houghton
Mrs Chris Jackson
Mrs Pauline Letts
Mrs Allison Navier
Mrs Lisa Newton
Mrs Amanda Rogers
Mrs Cathryn Rotherham
Mrs Wendy Smith
Mrs Adele Snowden
Mrs Helen Teal
Mrs Louise Welsh
Mrs Karen Wilks

Site Maintenance

Mr Edward Longbottom
Mrs Wendy Pygott
Mrs Karen Wilks
Mrs Pauline Willoughby
Miss Laura Huckstep
Mr Kieran Huckstep

ICT support

Mr Ryan Scott

Music Teachers

Mrs Lisa Scott
Mr Ian Jenkins

Nursery Nurse

Mrs Fiona Welsh

Kitchen

Mrs Helen Lowe
Mrs Michelle Parr
Mrs Dawn Steels

Governors

Mrs Jane Garnett
Mrs Angela Hare
Mrs Rachel Pearson
Mrs Rachel Robinson
Revd. Steve Wilcox
5 vacancies with interest
shown

Associate Governors

Ms Lyn Britton
Mrs Michelle Radge

Clerk to the Governing Body

Mrs Carmen Pharaoh

Friends of Acre Heads

Officers
Mrs Steph Kelsey
Mr Paul Martindale
Mrs Helen Percy



School Uniform

The wearing of school uniform is strongly supported by the governors of the school and helps to foster a sense of pride and belonging in the children. It also avoids the upset and cost of trying to keep up with the latest fashion! Fashion 'fads' are not expected to be reflected in the children's appearance at school. This includes all make up, nail polish, unusual hair colourings, hair styles and tattoos. All the children are expected to arrive at school in their correct school uniform.

Most items can be bought online. We do sometimes have second hand uniform available to sell. Information on how to order school uniform is available from the Welcome Desk.

BOYS Grey trousers or shorts, white or grey shirt with plain dark green tie (**optional - preferably elasticated for infants**) or polo shirt, dark green jumper or school sweatshirt, grey socks. In Summer, grey shorts may be worn.

GIRLS Dark green or grey pinafore dress or skirt or grey trousers, white blouse with optional dark green tie (see above) or polo shirt, dark green jumper or school sweatshirt, white socks. Tights should be white, black, green, grey or skin tone coloured. Green and white summer dresses may also be worn. In Summer, grey shorts may be worn.

Green sweatshirts, fleeces, book and PE bags, white 'T' shirts and polo shirts, all with the school logo, are also available from the internet. Fleeces are for outdoor wear only. Caps can be worn outside during the summer months. We prefer children to wear shoes rather than trainers all day. Any trainers worn for school other than PE should be black.

Staff wear school High Visibility jackets and tabards and sometimes 'Bumbags' containing first aid and other small items of school equipment.

PE – all children should have two kits available in school at all times – an indoor kit comprising of white T-shirt, black shorts and sandshoes, and an outdoor kit of white T-shirt, plain hoody, plain jogging trousers and trainers.

Jewellery

Children should not wear jewellery at school for safety reasons. Children arriving at school with jewellery other than stud earrings, one charity band and one watch will be asked to remove it and keep it somewhere to take home. The wearing of jewellery worn for religious reasons should be in agreement with the Headteacher. The school is not allowed to accept any responsibility for jewellery brought to school. Earrings and watches **must** be removed for PE. In the case of earrings, if this is not possible, please let the teacher know with a note and surgical tape will be used to cover the studs, otherwise the child will be expected to remove the jewellery.

Lost Property

All clothing must be labelled so any that is 'lost' can be quickly returned. We actively encourage your children to look after their own property, no matter how young they are, and staff often spend time with parents and children looking for lost items. We are happy to do this of course as it is all part of the service and the school office can be contacted if an item cannot be found but please remember that it is not the responsibility of the staff if the item cannot be found. Due to safety regulations, un-named items 'lost' and not claimed within a month will be disposed of, or used within the school.



Lunchtime

- The children may go home for lunch, bring a packed lunch or buy a hot meal / school sandwich meal.
- Set menus and booking forms are provided in advance.
- Parents are asked to pay weekly on Mondays for any meals booked.
- If children belong to lunchtime clubs, they may go in for their lunch at a different time to their year group.
- Some classes eat their packed lunches in the classroom or outside weather permitting.

Home provided packed lunches

Parents are politely reminded of the following:

- Products containing nuts or nut traces should be avoided due to possible choking hazards and allergic reactions.
- Sweets, chocolate bars, hot soup and fizzy drinks are forbidden.
- Any containers should be plastic – no cans please.
- Foundation Stage children should return from home dinners at 12:55pm and KS1/2 children should return from home dinners at 1:10pm.

Charging for activities

- Voluntary contributions may be requested for some extra special activities during school time. We reserve the right to cancel an activity if it is impossible to fund it.
- Within reason no child will be excluded from an activity because of inability to pay and some help may be available at the discretion of the Headteacher and Governors.
- Music tuition from the East Riding Schools' Music Service is subsidised, but parents and carers are required to contribute. Cycle Training is also charged for in full. Swimming lessons are paid for by the school budget but a contribution towards the transport to and from the swimming pool may be requested.

Equal Opportunities

The same opportunities to learn and take part will be offered to everyone at our school regardless of their gender, ethnicity, religion, social background, disability or capability.

Transition

From feeder settings

Our children come from various pre-schools and playgroups around Hull and the East Riding. Foundation Stage staff liaise with any feeder settings, children's centres and parents as necessary.

Secondary education

Unless moving out of the area - our children usually go on to the following schools at Y7:

- Wolfreton High School
- South Hunsley Academy
- Hull Collegiate
- St Mary's College
- Sirius Academy
- Hessle High School



The Curriculum

We follow the National Curriculum. We use the Local Agreed Syllabus for RE. Our Foundation Stage Children follow the Early Years curriculum. Education is always evolving and no doubt will continue to do so. The teaching staff are responsible for monitoring the curriculum and developing it appropriately. School improvement comes from staff and external professionals working together within the school community to embrace new educational thinking and initiatives.



The staff at the school have an excellent understanding of how children learn and what learning should look like for each individual child. They use methodical assessment to plan carefully for each lesson and group analysing the children's needs and next steps to create opportunities for challenge and support where it is needed. All children, regardless of ability, are challenged, given problems to solve, taught how to use ICT to enhance their learning and are asked to think for themselves. Our main aim is to help children to become independent learners, to grow to love learning and to see themselves as successful learners. Those with special needs and a gift or talent are planned for with help from the various departments of the Local Authority and help we buy in privately, for example, we are one of the first schools in the County to work closely with Dyslexia Action. Our partnership has enabled many of our children to receive a diagnosis and programme of help. We are honest and realistic about our expertise and experience and always have the child's best interests at heart. We will try everything in our power and experience to cater for the needs of individuals, even those children with extreme difficulties who may only stay for a short while but who learn a little from us and, in turn, teach us a lot about diversity and inclusion in our society. In addition to this, we sometimes welcome children who do not speak any English when they arrive and we work closely with the Local Authority to teach them successfully.

We like to have fun whilst we are learning. We have lovely school grounds, a bright and stimulating building and some excellent facilities right on our doorstep. The staff are continually trying out new ideas, making exciting trips, getting in visitors and using the community to enhance the provision in school. This is one of the reasons our school is so enjoyable for existing children and attractive to new children. Learning at Acre Heads is never dull and not always planned by the teachers!

The emphasis is on teaching key skills for learning and fostering a deep understanding and mastery of concepts in order to apply them to further learning. We also place great importance on creating positive attitudes to education and developing 'people' skills – being able to socialise, share, accept different points of view and tolerate nay celebrate differences in others. We believe in the key values of tolerance, individual liberties / freedom and democracy as well as exercising respect and the rule of law. We aim to develop these values through the curriculum and ethos in learning.

We expect every child to make excellent progress. If we have a significant concern about a child's progress we contact parents and invite them into school to discuss what we plan to do. The school SENCo is Mrs Michelle Radge. She is responsible for co-ordinating the assessment and provision planning for any child deemed to have Special Educational Needs and requiring support. Mrs Robinson is the More Able Pupil Co-ordinator. She is responsible for co-ordinating the assessment and provision planning for any child deemed to be gifted, talented or more able in any area of the curriculum.



Homework



It is recognised that the purposes of homework change as children get older. For infant children, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose and the activities children do at home may not always be described by the school as 'homework'.

Platforms

These are graded activities done in and out of school time, which form our school's mental maths scheme. The scheme is written by our Headteacher and is based on the acquisition, consolidation and application of key skills in numeracy with a particular emphasis on multiplication tables and associated division facts.

Acre Spells / Sentences

Again, this is a scheme written by the Headteacher to consolidate spelling / phonics rules taught in English lessons. Children don't simply learn spellings, they use a variety of well-known strategies called 'Look, Say, Cover, Write, Check' to allow deep mastery of SPaG (spelling and grammar) concepts as well as commit letter strings to memory to aid application of key skills for writing.

Education City

This is an online educational game programme that the school invests in. Children are given logins and can access the games any time they like at home. The children have access to all areas of the site.

Homework in Foundation Stage

Reading, Acre Spells and Platforms are the main homework. There will be occasional requests for parents to do small activities with their children, (e.g. maths, literacy, PSE sheets). These activities will be optional and there will be no expectation that they are completed. The reading record book is the home/school liaison book.

Homework at key stage 1

At key stage 1 homework will tend to consist of short activities of different kinds – simple games, learning spellings through the Acre Spells sheets and number facts and, of course, reading together – providing the important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment. The main focus of homework for children at key stage 1 is on literacy, numeracy, science, research and D&T projects. All children are encouraged to take their reading book home each evening to read and discuss with their parents. Also the children should practise their platforms every day. Parents and carers are given regular guidance on this form of homework and the school's reading record programme promotes the approach.

Homework at key stage 2

As children get older homework provides an opportunity to develop the skills of independent learning, and this is increasingly the main purpose of homework. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. Reading practice and listening to others read continues to be essential right through key stage 2 and is seen as an ongoing homework expectation. Literacy related homework will include learning spellings through the Acre Spells scheme. Numeracy work will include platforms, number games and tasks, and more formal exercises for older children, which they can do at home, involving parents or carers. Children will continue to be involved in research and D&T projects.



Mega Days

The school always tries to take advantage of current British and World affairs to give the children the opportunity to develop a sense of identity and community. In 2010 the whole school celebrated and studied all things British and sporting to coincide with the launch of the World Cup in a Mega St George's Day.

In 2011 we were very interested in our future King's wedding and had several events to celebrate it including a 'design a commemorative plate competition' and following a member of our staff on TV visiting London for the ceremony! We also had a Mega Royal Day. Every child and staff member dressed in regal attire, mostly as a King or Queen in history or fiction. The children studied different monarchies throughout the day. They crowned a King and Queen and they then had a street party in the playground followed by a royal procession. In May 2012 we celebrated the Queen's Diamond Jubilee by learning about her reign and enjoying a picnic as a whole school.

In 2014 we celebrated the World Cup again, this time using the multi-nation aspect to study geography as well as history. The skills of these days included looking at evidence, researching biographies and producing timelines and family trees. Some presentation and artistic elements of the curriculum were also developed.

In the recent past we have held Mega Charity Day. This was a full day of activities for the whole school. There was a whole school 'Bring and Buy' sale and a sponsored 'fun run' around the school field. Later in the afternoon, Y6 challenged the staff to a rounders match. The primary objective was to make as much money as possible for three adopted charities. Each Key Stage chooses the charity most appropriate to their theme or age. Eg in 2011 KS2 children had a visit from the RNLI so they donated their money to that worthy cause, in FS we had a little girl who benefitted from the charity 'Freddie's Friends' so the FS money went there. In addition, the fun run helps fitness levels and personal target setting.

Mega Circus Skills Day is run by The Magic Carpet Theatre. All of Year 2 and Year 6 take part, usually on the last week of the year, giving an outdoor performance at the end of the day. It is paid for by parents' voluntary contributions and Friends of Acre Heads donation. It is part of a 'moving on' series of events for Year 2 and 6 transition. By taking part in these days the children get to learn new physical skills or consolidate old ones. They balance, throw and catch, juggle, perform dance, drama and comedy and ride a unicycle. The children work in mixed age groups to perfect a routine for performance. They must co-operate, plan, discuss, review, rehearse, problem solve, communicate, co-operate and compromise. They learn to trust on the physical support of others.

This activity is single-handedly responsible for some children learning to co-ordinate two hands together. The confidence is palpable as it grows throughout the day. The children are trained expertly by the Theatre Group which always manages to bring out hitherto unearthed ability to perform. The psychological benefit cannot be underestimated. The day always proves tiring, enjoyable and surprising in its capacity to reach children in ways that classroom based activity or even usual PE lessons do not.

Other Mega Days spring up whenever teachers plan together! Mega Days can be held throughout the school, Key Stage or just the year group. It's amazing how a Mega Day can capture children's interest and enthusiasm. They especially love it when we invite experts, visitors and companies in to help and then display our work to parents at the end of the day.



The community

At Acre Heads, it's not just the children who really matter to us as we have a heart for the whole school community and our extended family which is constantly growing as new contacts and families arrive. We welcome volunteer support from many people including parents, carers, grandparents and church workers. We greatly benefit from having a very active and hardworking fundraising committee of parents in the Friends of Acre Heads. (FOAH)

We are fortunate to have the support of many in the local community, particularly enjoying strong links with St Mark's church, Anlaby Methodist Church and we work in close Partnership with other local schools. We are also linked with other East Riding Schools in a Learning Network. The school is recognised for its work in nurturing students of all levels including teaching and childcare placements, work experience students from local schools and trainee Teaching Assistants. We actively work for the community of Anlaby as we are involved with the Anlaby Communities Trust.

Two of our school values are fun and love. We like to serve our community in many ways and what better time to do that but at Christmas? Every Christmas we are the only school represented at the local Tree Lighting Ceremony which takes place inside and outside St Mark's Church hall on Anlaby Common. The community process to the tree, led by a brass band and the tree is lit. Then children in the choir sing on the stage and lead the packed audience in Christmas Carols. For many of the members of the audience, this is their only opportunity to hear children singing and to be in a large crowd to celebrate the festival. It brings the children in contact with the Parish Council and increases their understanding of community. We also use our singing talents to entertain at the Anlaby Community Care Centre Christmas Party, Morrison's and Asda Living Superstores and Willerby Methodist Church. We advertise local small businesses in our weekly newsletter and we regularly hold Pop Up shops to raise funds for local groups and charities.

Parents and Carers

Most important to us however, is the partnership of home and school. We recognise that there is no greater privilege than being entrusted with the education of a precious child. We pride ourselves on our approachability.

Throughout the year there is a wealth of opportunities for us to liaise and work together through a variety of shared policies, events, homework and meetings. The school website is an invaluable source of information and contact with the school. Parents receive a progress report for their child at the end of each term.

We often help families who for one reason or another find themselves in difficulty and even though this sometimes makes demands on our time and energy out of school, we feel it is our duty to work with health visitors, nurses, voluntary organisations and social services to ensure that our families are given the best support and help they can find. We are readily available to families to discuss whole school matters or those involving individual children. Family enquiries or concerns are treated seriously and where school and home are working together we find that matters are always brought to a successful and positive conclusion.

As well as working together, community views are sought weekly by letters and questionnaires called 'Pop' which is short for 'Parents' Opinion Poll.' We have an active school council as well as a Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl.



Inspections - the journey so far.

In February 2008 the school was inspected after it was significantly affected by the floods in June 2007

“This satisfactory school has an accurate view of its overall effectiveness and provides satisfactory value for money. It is a happy, friendly and welcoming place. Pupils behave well, have good attitudes to learning and can talk knowledgeably about what they have to do to keep healthy. Pupils feel a strong sense of belonging to their school community and are keen to contribute positively towards it. Their good personal development provides a positive platform upon which to improve their academic achievement and prepares them to become responsible citizens of the future. Parents say that they are pleased with the quality of education that their children receive. They particularly appreciate all that the school does to ensure that their children are safe and enjoy school.”

In February 2011 we had an enjoyable Ofsted Inspection. The team recognised that this school had made huge improvements over a relatively short space of time.

“Good partnerships with the local authority and the more recent appointment of a new headteacher have led to a new team approach that is rapidly improving all aspects of the school's work. Senior leaders know the school's strengths and have accurately identified the right areas for development. They are rigorously tackling areas requiring improvement and have the full support of staff, governors, parents and carers. Wider management teams are having a greater impact on the school's work and contributing to the shared vision for improvement.”

In January 2013 we were inspected again and this time we showed that improvements made were so substantial that the inspectors awarded us with an overall good judgement with outstanding behaviour and safety! We are still the only good school in the whole area to have an outstanding judgement in our work.

- Pupils achieve well and make good progress, especially the more-able pupils in reading. Progress in English is good, but not as strong in mathematics.
- The school successfully supports those pupils in receipt of the pupil premium and, as a result, they make good progress and achieve as well as their classmates.
- Teaching is typically good. Very positive relationships with pupils ensure that they want to please their teachers and they are keen to do well.
- Behaviour is outstanding. Pupils are polite, very friendly and a credit to their school. Pupils are happy and proud of their school. They say they feel safe because, ‘the teachers take good care of us and help us in the classroom.’
- The headteacher’s inspiring and motivational leadership has brought stability to the school after a period of instability. Staff morale is high.
- Senior leaders, including the governing body, have a good understanding of the quality of teaching in school and how well pupils are achieving. A strong drive to establish a culture where expectations of pupils and staff are high has resulted in good teamwork, which is moving the school forward effectively.
- Parents expressed largely positive views and say their children are happy and thriving.



Year 6

Peak Venture

Every year, Year 6 children are given the opportunity to attend a week long residential field trip. The trip is called Peak Venture as the Kingswood Activity Centre it is based at is in the Peak District.

The children stay at the centre in dormitories and have all of their meals together. The children may experience the following activities: aeroball (trampolining) Problem Solving games, CSI (science) ICT music and animation, 3G swing (suspended swing) Leap of Faith (climbing, abseiling and high wire) Balance Beam (suspended) Raft building (in the lake) disco, mini-olympics, giant twister, camp fire, low ropes, team games, archery, drum beat, orienteering, shelterbuilding, nature art, nightline (travelling blindfolded) quadbiking and fencing. There is no way that the children could undertake such activity at school.

We take the children in June after their SATs so that their normal routine is not too disrupted. The children are never quite the same when they come back from PV. They are older, wiser, more confident and more accomplished. They feel much closer to each other - they have a new appreciation for each other and the staff - there are fewer fallings out and they are far more tolerant of each other than they are in the weeks leading to the SATs. Parents report greater independence at home.

Once the children have settled back to their studies we hold a presentation evening for them and their parents / carers where we show a slideshow of pictures and talk them through the activities. We then usually present every child with a certificate for an amusing or touching reason from falling spectacularly to helping others in a random act of kindness.

Leavers

We send off our Y6 children with various events. Firstly they put on a Year 6 production and then they take part in the Mega Circus Day. We then have a leaving assembly, disco / sleepover and finally a guard of honour.

We are proud of the Y6 children and want them to feel a sort of graduation from this stage of their education.

The events are moving and enjoyable and serve as a reflection for all the children and adults. At the leaving service as the children receive their certificates and handshakes they are usually very emotional and as Head Girl and Boy make their speeches it is the adults who are emotional! It is a time to say 'thank yous' and, occasionally, 'sorrysts'.

It is also a time to celebrate progress and say goodbye. The last few days in Year 6 are very positive - ones which hopefully will impact greatly on the children as they mature through secondary school.

We feel strongly that the effectiveness of the school cannot be measured simply in terms of SATS results although we are competitive and ambitious for our children. It is nowhere more evident than in the character and attitude of our Year 6 children since they have been with us the longest of all pupils and have therefore benefitted the most from the Acre Heads environment. We are proud of their efforts in all areas of school life. They are very creative, reflective and positive people and are a delight to work with.

Sex and relationship education.

Towards the end of Y6 we deliver a short sex and relationships session including showing a video on puberty and human reproduction. This has been delivered successfully over the years and the children always handle the information sensitively and sensibly.



Rewards and Incentives

At our school we have lovely children who care for each other and their teachers. In order to reward them we have several activities and incentives:

- Stickers
- Smiley faces towards the rainbow badge
- Certificates
- Responsibilities
- Praise and thanks
- Letters home
- Smiler Bears
- Golden Time

Classes are awarded Golden Time when they have collected the most Smilers. They are awarded these for good behaviour around school. Classes can win their Golden Time by being the class in each Key Stage with the most 'Smilers' at the end of each half term. Smilers are teddy tokens, so called because Smiler Bear is our school mascot. The tokens are awarded for good behaviour around school. One only has to produce a Smiler to see the impact on a child - s/he straightens, smartens and pays immediate attention! Each time a class reaches 1000 in total, they are given an afternoon's non-uniform and games session with Mrs Robinson. As you can imagine, both staff and children work very hard to achieve Golden Time! Staff can only award them to classes that they don't work in but those staff members that work in the winning class also get Golden Time in the form of precious non-contact time which is expected to be taken off-site. At the end of each week, Head Girls and Boys count up and tally the Smilers for each class.

Smilers are also awarded for good attendance, good manners at lunchtimes, being in a class with no items entered into the 'red' lunchtime behaviour record, platforms and homework pieces completed. By working towards their Golden Time, the children have a corporate responsibility to behave in a positive manner. It encourages a strong element of competition and a spirit of camaraderie.

Children are awarded smiles for good work or effort in the classroom. Each smile counts towards a Rainbow award. When a child gets to the end of the Rainbow, s/he is able to claim a 'pot of gold' prize from Mrs Robinson. This will be a metal badge and a choice of three prizes – a chocolate bar, 10 Smilers or a day's non-uniform.

We place a strong emphasis on the fact that we are a family of learners. We expect good behaviour as the norm. We celebrate good behaviour in a variety of ways and we will always contact parents and carers if we notice a pattern of behaviour emerging that does not meet with our expectations.

True bullying is not tolerated and therefore is very rare at Acre Heads. We do, however, from time to time have children who fall out with their peers. Sometimes, unhappily they can be unpleasant towards each other (they are humans not angels after all!) but this is generally short-lived and specific. Any information we receive from parents or children is taken very seriously and we have an excellent reputation for nipping potential problems in the bud. We teach non-violent strategies that enable children to be reconciliatory and restorative.

We will never condone physical retaliation – children who retaliate will be reprimanded - children who tell, are praised for doing so.



Health and Safety

We have, and regularly review, procedures to keep all our children and staff safe. Health and Safety are of paramount importance to us and we would encourage all school stakeholders to report any concerns to us immediately. The building cannot be accessed freely. A member of our administration team will check caller identities before allowing them into the school. All outdoor play areas are fenced so that children may play securely. If a child arrives late or needs to leave early for any reason, they are signed out and in so that we always have an accurate record of who is on site.

All staff are trained in First Aid and parents are notified in the event of any injury to the head. Serious injuries are very rare in school and most children play safely and move around school responsibly. The school admission forms ask for emergency contacts and details. We require parents to keep us updated of any changes that occur. If we are unable to contact parents in the event of serious injury or illness, we will call for medical assistance.

If children are ill, we require a text message or phone call as soon as possible. We will always contact parents if we have not heard by 10am. Parents are asked to only keep children off school if it is absolutely necessary. Attendance is monitored carefully and always investigated where necessary. We are willing to administer medicines that are prescribed for short term illnesses. There are forms to fill in with instructions at the Welcome Desk. Parents and carers are welcome to come into school to administer medicines to their own children. Asthma inhalers may be brought and kept in school for administration. There is a strict procedure to be followed and the parent will be expected to fill in a form with information for school.

In Summer we encourage parents to use long-lasting Suncream and blocks to be applied before school begins. Staff are not allowed to put Suncream on children, but in extreme cases, parents can make arrangements to come and reapply at lunchtime. Children may not apply their own Suncream. They will be reminded about using the shaded areas of the field and wearing caps. All children are required to bring a labelled water bottle every day and they will be encouraged to drink throughout the day. The bottle may be refilled from the tap.

No dogs are allowed on site. The smoking of real or substitute cigarettes is not allowed anywhere on site. Our carpark is small and will only accommodate staff vehicles, not parents and carers' vehicles. Pedestrians should not use the car park as a means of access to the site – there is a pedestrian gate which leads to the school entrance. The school operates a Car Charter to try to ensure safety and convenience for our children and local residents at pick up / drop off times. Parents are asked not to use Welbourn Walk during the school day. Bicycles and scooters may be stored in the covered bicycle park near the Infant Playground. Parents are reminded that the school does not accept liability for any lost, stolen or damaged property left in the bicycle park.

All adults working or volunteering at our school must be subject to a Police check which may be an enhanced check. They must also sign to say that no member of their household is barred from working with children. If we suspect that any child is being harmed or neglected we have a legal responsibility to report our concerns. We also have a legal responsibility to co-operate with Social Care proceedings.

- Child Protection Co-ordinator - Mrs Robinson
- Deputy Child Protection Co-ordinator - Mrs Hare
- Child Protection Governor - Mrs Pearson.



Healthy Eating

We hold the Healthy Schools award.

At school we teach the children how to grow, prepare and choose healthy food. We are not very good business for the many 'takeaways' on Anlaby Road!

We encourage children to stay school dinners but if they wish to have a packed lunch we encourage them to bring a healthy one.

We often have food related activities where the children work with school staff to learn about how to get the best from their food.

Personal Safety

The children enjoy a series of cycling lessons run by the Local Authority. Two trained personnel visit each year to instruct Year 5 children in riding a bike safely on the roads. They begin on the school grounds and then take the children out into the community. They must have roadworthy bikes and safety clothing.

The children and parents gain confidence enough for children to ride to school as well as playing out with their friends on bikes at the weekend. Every year there is at least one child who previously was only just able to ride a bike. After Cycle Skills it is no longer apparent who the inexperienced rider is.

By undertaking this project, the children are having the physical opportunity to learn to ride a bike for pleasure and mobility. These days, very few children go for bike rides with their parents so although the Year 5s are usually able to move their cycles successfully, they have very little road sense. Cycle skills give this in an enjoyable and professional manner.



The children also receive Pedestrian skills training, swimming lessons and fire safety instruction in a similar way. Additionally, they have received e-safety information and help to be assertive in personal safety from Childline.

Attendance

Providing parents tell us why their child is absent this will be counted as an authorised absence. If we do not know why a child is away, this will be counted as an unauthorised absence. A good level of attendance is considered at 97%. Parents and carers are informed regularly about their child's attendance and if it becomes an issue, the Education Welfare Office becomes alerted to the issue.

Children are rewarded for good attendance and punctuality with Smilers, certificates and a prize for 100% attendance at the end of the year.



Term Time Holidays

Whilst we understand the financial benefits of taking family holidays during term time, any absence does have a significant impact on the child's education.

Term time holidays are not permitted by the Local Authority. Our Governors have adopted the Local Authority policy which adheres to the law and therefore no term time holiday can be authorised unless it is taken under exceptional circumstances according to strict criteria – see below.

A family holiday, however importantly it is viewed by parents is not an exceptional circumstance. Authorisation cannot be given on any consideration of fitting in annual leave around parents' work or the convenience of other family members taking their holiday at the same time. Any such request will always be refused and if the holiday is taken, both parents may well be subject to a fixed penalty from the Local Authority.

Exceptional circumstances could include:

1. Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays.
2. Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.
3. The death or terminal illness of a person close to the family.
4. To attend a wedding or funeral of a person close to the family.
5. Where there are exceptional and unforeseen circumstances that fall outside of 1 to 4 above, the Headteacher agrees to consult with the principal education welfare officer prior to any authorisation being given to the parent. The principal education welfare officer will discuss each case with an independent Headteacher and will make a recommendation to the referring school.

Please note: evidence would be required in each case.

If a request meets the above exceptional circumstances but still falls within the following times, the Headteacher must be convinced that absence from school is the only option:

- 1) The first half term of any academic year (applies to all pupils)
- 2) Year six transition day (for pupils in year six)
- 3) Year six SATs week (for pupils in year six)
- 4) Year nine options time (for pupils in year nine)
- 5) At any time during years 10 and 11 (for all pupils in these year groups)
- 6) At any time specified by the school (this will be communicated to parents by each school).

The school will always comply with the requirements of the Local Authority policy and will always refer any unauthorised term time holiday to the Education Welfare Office for fixed penalty to be applied.



Charity

One of our school values is 'caring for others' and one of the ways we do this at Acre Heads is by raising money to benefit others.

Although we do try to be sensitive to the problems of the economy, as a school we have a few National Charities that we support on a yearly basis. We believe that fundraising teaches children to give and to help others less fortunate than themselves. It teaches them to serve and that things we value are not necessarily the trappings of a material world but our most basic human needs and the kindness of others when they offer us help.

The children always throw themselves into the swing of the event but are keen also to reflect on the reason for undertaking it. We always ensure that the children know how much they've raised and what a difference it will make to the people they've raised it for.

In the last few years we have raised a lot of money for national and local charities.

Our regular events are:

- Red Nose Day (Comic relief)
- Children In Need
- Sport Relief
- Lifestyle

We also consider at any time of the year, raising money for those charities that become dear to our hearts for personal reasons, such as Marie Curie or Freddie's Friends.

Clubs

We have clubs for just about anything the children could possibly want and are always open to new ideas for clubs.

Some clubs run all year round, some are seasonal and some are temporary to fill a gap. Some are run by staff on a voluntary basis, some come with a salary and others are run by experts that we hire - such as sports coaching. Each club has its own set of skills and objectives and there is such a full range of activities that there is a massive capacity for progress throughout the clubs.

Clubs we have or have had; Editorial, Boys Writing, Craft, Cricket, Chess, Skateboarding, Hockey, Kickboxing, Cookery, Homework, Textiles, Sewing, Snuggers, Football, Rugby, Netball, Golf, Tennis, Art, Drama, Choir, Music Makers, Rock Choir, Recorders, gardening, Level 6 maths, Pen to Paper, Tea time and Breakfast Club.

Clubs change on an annual basis, depending on the need and resources available. A new rota is drawn up at the start of each September.





Children as Leaders

Each term the staff vote for new Head Girls and Boys. There is a Head Girl and Boy and a deputy for each. This is to encourage leadership, service to others and the pursuit of personal challenge. Those aspiring to the position are keen to show staff that they have all the necessary attributes.

When staff vote they have to write down the reason for their choices. When children are elected, the reasons, along with a letter of congratulation are sent home for parents to keep. Head Girls and Boys have some whole school responsibilities as well as acting as ambassadors at various times during the year.

In addition, children are also elected as School Council Reps and they meet with staff to discuss the wishes and feelings of their classmates. Children in Y5 and 6 offer their services as Playtime Pals. Mrs Robinson may also ask children to act as 'Chaperones' if certain children are finding it hard to play successfully. Playtime Pals and Chaperones help to look after the children at playtimes and lunchtimes and show them how to play nicely together.

High standards of behaviour and a shared, strong work ethic make this a 'place to nourish thinking minds.'

Acre Beds

This is a gardening competition run each year from February to July. Each class is given only £5.00 to start them off. They may beg, borrow but not steal anything else they require!

The class have to develop a garden from the border next to the school building which they have been allocated. They may grow anything they like - there are no restrictions but there may be themes to follow. They must also submit a diary as part of the competition. They are given a lever arch file to hold the diary but no instructions.



The winning class is holder of the 'Acre Beds Fred' trophy which is a garden gnome, presented to us for this purpose by a teacher who was leaving. The competition is judged by an impartial person. Competition between classes is very hot!

By undertaking this project, the children are studying plants, weather, growth, the natural world. They have to work as a team, they have to measure and record. They plan the garden first and they make their own decisions.

The children are more interested in horticulture and have a better knowledge of plant names and varieties. They have developed aesthetic skills. Some of the gardens are particularly developed to attract wildlife and minibeasts and this has provided first-hand knowledge of habitat. Also some classes grew fruit and vegetables which they then cooked and ate, developing an interest in self-sufficiency.



Caring for the environment

We have achieved our bronze Eco-schools award. We have looked into ways of saving water and electricity and had a fantastic 'Switch Off' fortnight at school and in our homes.

One of the ways we try to look after our world is by recycling. Most people recycle these days. However, we like to go one step further!

All over the building we recycle plastic and paper. We also pay a private company to collect our cardboard and take that for recycling. We also try to cut down on the paper and resources we consume every day. The children are encouraged to turn off the taps and staff are encouraged to turn off the lights.

Additionally, the school use Scrapstore Mega Days to inspire us to think of creative ways with rubbish. We already love to use junk in every classroom for our art work.

Collective Worship

We hold a daily act of collective worship that is broadly Christian in nature. This fosters a sense of community and allows the children time to reflect and consider their own beliefs. Children can be withdrawn by parents on religious grounds by writing to the Headteacher.



Complaints

We like to view Acre Heads as one big happy family. Whilst we feel that we are certainly important in a child's life, we don't feel that we are the only stakeholder. We are not solely responsible for a child's education and wellbeing but are in a partnership with her/his parents or carers.

We try to please and accommodate everyone at all times. We take all issues seriously. However, if we are faced with a choice of doing what we believe is right for the child and the school as a whole or pleasing / conveniencing a parent, we will always do right by the child / children first.

We are proactive and communicative and therefore complaints are rare. However, if anyone feels that we are not maintaining our standards, they are welcome to contact the Headteacher in the first instance. Alternatively, concerns may be addressed to the Chair of Governors c/o the school. If we feel that parents / carers are right, we will tell them so and always apologise if we have got something wrong or made a mistake. If this does not resolve the issue, a formal complaints procedure is available on request.