

Castlethorpe First School



'Inspired to learn, confident to achieve'

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Castlethorpe First School



Section 1

FOREWORD

Castlethorpe First School is a small, rural village school which aims to provide a high quality education in a friendly environment. The size of our school enables the staff to give personal attention to each pupil, an aspect that was recently reflected in our excellent Ofsted report.

Every child matters to us. We believe that enjoyment through learning encourages our children to be independent thinkers, developing a sense of self-belief that they will carry them through life. Castlethorpe School has a vibrant and happy atmosphere, we have high expectations of our children's success. Each child's individual progress is tracked carefully throughout their time with us, ensuring that their learning experience enables them to be inspired to learn and be confident to achieve.

As we are in a rural setting Castlethorpe First School has excellent links with the local community and work closely with the village Pre-School and Nursery. Being part of a tight community is a huge benefit and ensures that everyone feels an involvement with the school and the educational process.

Thank you for considering Castlethorpe First School for your child's education. I hope that the following pages give you all the information you need to make your choice. If you have any further questions please contact either the Head Teacher, Julie Baldwin or myself, via the school.

Michael Spyrrou

Chair of Governors

Castlethorpe First School



Section 2

CONTACT NAMES AND NUMBERS

Headteacher: Mrs. Julie Baldwin

Chairman of the Governors: Michael Spyrou

School Governors:

Mr Gavin McDermott	Associative Governor
Fr. Gary Ecclestone	Community Governor
Mr. Philip Robinson	Community Governor
Mr Michael Spyrou	Community Governor
Mrs. Emma Pearson	Parent Representative
Mrs Helen Mandel	Parent Representative
Mrs. Kathy Coles	Staff Representative
Mr David Barker	Community Governor
Mrs. Julie Baldwin	Headteacher
Mrs Sarah Stevens	MKC Appointed
Mrs Chris Ayles	MKC Appointed
Mrs Sue Galloway	Parent Representative
Mr Douglas Chrystie	Parent Representative

The Governors can be contacted by reference to a list of names and addresses held at school.

Head of Education

Michael Bracey
PO Box 106, Saxon Court.
Central Milton Keynes
MK9 3HS
(01908) 691691

Telephone:

The information contained in this booklet is the proposed organisation and curriculum for the following year, but unforeseen circumstances may result in change of detail.

Castlethorpe First School



Section 3

'Inspired to learn, confident to achieve'

At Castlethorpe First School we aim:

- To provide a caring, nurturing and stimulating environment where all children feel safe, secure and happy.
- To inspire children in their learning and celebrate their achievements.
- To maintain high expectations in all aspects of children's learning.
- To encourage children to embrace new challenges.
- To be an integral part of the community.

Castlethorpe First School



Section 4

ADMISSIONS POLICY

Castlethorpe First School is a Community School and as such the Local Authority (Milton Keynes Council) is the admissions authority. Therefore, in the event of the school being over-subscribed in any year, places will be allocated based on Milton Keynes Council's Admissions Policy. The relevant parts of that policy are reproduced below:

Places are allocated at **community** and **voluntary controlled** schools in line with Milton Keynes Council's admissions criteria shown below subject to parents submitting an application online or completing and returning an application form and taking into account the class size limits for pupils aged 5, 6 or 7 at Key Stage 1.

The criteria apply to admissions of children who are:

- (a) starting school for the first time
- (b) requesting admission during the year, eg newly moved in the area.

1. Children who have a statement of special educational needs. Generally children who live in the school's defined area who also hold a statement of special educational needs will be given priority over other applicants. Where the school has specialist provision not available elsewhere applications will be considered from outside the school's defined area and, if appropriate, places will be allocated.

2. Children who are Looked After by the Local Authority.

3. Children who live in the defined area and have a sibling on roll at the time of admission. Proof of residence may be required.

4. Children who live in the defined area served by the school. Proof of residence may be required.

5. Children who live outside the defined area and have a sibling on roll at the time of admission.

6. Children who live outside the defined area of the school.

In the event of oversubscription, places will be allocated according to the proximity of the child's home to school as measured by the nearest available route. This is from the front door of the child's home to the school's nearest entrance gate, as measured using the computer programme MAPINFO.

The Defined Area for Castlethorpe First School is the Parish of Castlethorpe including Milford Leys, Lincoln Lodge, Bullington End and Leamington Farm.



THE SCHOOL CURRICULUM

Our work at school follows the National Curriculum. This consists of three core subjects, English, Maths and Science, plus the foundation subjects: Information and Communication Technology, Design and Technology, History, Geography, Music, Art and Design and Physical Education. Religious Education is a statutory requirement and Personal, Social and Health Education (PSHE) is also taught as part of the curriculum.

The curriculum is taught over an average of $21\frac{1}{2}$ hours per week, excluding registration and assembly times.

During their first year at school, children follow the Early Years Foundation Stage (EYFS) curriculum, which underpins all future learning. Work for this age group is planned around the six Early Learning Goals: Personal & Social Development, Communication & Literacy, Numeracy, Knowledge & Understanding of the World, Physical and Creative development.

Pupils aged between 5 and 7 will be working at Key Stage 1 of the National Curriculum. Towards the end of the year in which they become seven, children are formally assessed through a national system of standardised assessment tasks (SATs) to determine their level of attainment in English, Mathematics and Science.

The curriculum is planned through whole school topic themes, providing a broad range of experiences designed to help the children develop the skills, knowledge and confidence they will need in order that they can make relevant contributions to a fast changing world. The work is planned and resourced by the teachers, co-operatively using their skills, strengths and expertise. A curriculum letter is sent home with details of the work the children will cover in all areas of the curriculum each half term. We try, wherever possible, for children to make links between the different subject areas.

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Castlethorpe First School



Section 5

THE SCHOOL CURRICULUM (cont.)

English

The skills of listening, talking, reading and writing enable children to communicate effectively. Children enter school with differing experiences and levels of attainment in these four areas. We aim to develop these skills by encouraging all children to use them for a range of real needs and purposes.

Along with all other schools, we fully implement the National Literacy Strategy and the Revised Framework (September 2007). This informs our approaches to Reading, Writing, Spelling and Speaking & Listening.

All four aspects of Language Development are held to be of major importance and great emphasis is placed on helping each child to become proficient in communicating using all areas. Careful attention is given to writing skills, including spelling and the conventions of written work. The skill of handwriting is taught in a structured manner to ensure correct letter formation.

A variety of reading material is available within the school and children are encouraged to take books home to share with you. The Oxford Reading Tree forms the core of our reading resources. However, we use a wide range of books, which are read in group guided reading sessions. As the children's reading skills develop, they bring home pictures and storybooks as well, for their individual reading. Literacy lessons include whole class shared reading sessions, where storybooks, information books and poetry are read. Children are taught to read using a variety of approaches which encourages them to develop a wide range of skills. Children have access to the school library from which books may be borrowed to use in the classroom and to take home.

Children hear carefully chosen stories and poems and are encouraged to respond in a variety of ways. In helping children become literate, great importance is attached to developing children's attitudes towards reading - a love of books and a desire to read for pleasure as well as for information.

Mathematics

Mathematics teaching includes the development of mathematical language and developing reasoning within the context of number (including measures), shape and space and handling data. Work is planned following the Primary Framework for Mathematics with oral and mental work featuring strongly in each lesson with many opportunities for using and applying mathematical skills in problem solving situations. Children learn to sort, classify, make comparisons, search for patterns and select and use materials for problem solving.

Mathematical experiences are carefully planned to ensure that children are challenged at an appropriate level. Much of the work is practical and we aim to make the activities as real and relevant as possible. The understanding that a child develops in these early stages of mathematics is of vital importance as they progress to recording on paper in more formal ways.



Section 5

THE SCHOOL CURRICULUM (cont.)

Science

Much of the scientific work in school is concerned with developing the skills of observation and classification. Children are encouraged to develop investigation skills by suggesting ideas, testing them, and drawing conclusions from the results. Findings are recorded through drawings, charts, models, writing and the use of information and communication technology. Science is mainly taught through a thematic approach and includes the study of materials and physical processes and work on life processes. We aim to develop in the children enquiring minds and an ability to explore problems and use evidence in their reasoning.

Information and Communication Technology

We have a wide range of equipment to support Information and Communication Technology. There are interactive whiteboards in both classrooms as well as portable laptops, digital cameras, programmable floor turtle, digital microscope, digital movie makers, electronic Bee-Bots and most recently a visuliser. Children are taught to use ICT equipment confidently and purposefully to support their work across the curriculum.

Geography

The village environment provides a context for developing skills and knowledge in Geography. Children are encouraged to observe their surroundings and to examine pictures and pictorial maps of more distant places. Where possible, our work is based on the children's first hand experiences of places, sometimes with the help of Barnaby bear! A wide range of resources is used to look at both our own locality and other localities in the United Kingdom and overseas.

History

Children are taught about everyday life, work, leisure and culture of people in the past. Children have the opportunity to explore the lives of different famous people as well as past events. History teaching is often linked to other subjects through themes which have included: Toys, Castles, The Seaside and Victorian School Days. The local environment also provides an important context for work in history.

Art and Design

Our Art curriculum aims to give the children the opportunity to learn to handle and use a wide range of tools and materials skilfully. Children are encouraged to use their observational skills to develop an understanding of colour, shape, form and pattern. They are encouraged to create their own work, as well as looking carefully at the work of famous artists. We see the development of creativity and imagination as important, as well as the ability to communicate using art.

cont...



THE SCHOOL CURRICULUM (cont.)

Design and Technology

In Design and Technology children develop skills and are encouraged to plan, design and make objects for a variety of purposes and to evaluate the success of their designs. Much of this work is undertaken using familiar items such as card, paper and fabrics. Technological construction equipment, for example Lego, also supports the children's investigations.

Physical Education

Children have a minimum of 2 hours PE every week. Through PE we aim to develop co-ordination, strength, stamina and skills. Above all, we aim to promote a healthy lifestyle and enjoyment of physical activity. Children participate in a wide variety of physical activities including games, gymnastics and dance including country dance. We make good use of professional football, rugby and multi-skills coaching in PE lessons. Correct clothing is essential for both safety and hygiene considerations. When children do PE indoors, at the village hall, they need to wear shorts and T-shirts; plimsolls or lightweight trainers are required for PE outside and children will also require a jogging suit for the colder months. School T-shirts may be obtained from Friends of School.

Children are encouraged to dress and undress themselves and all clothing should have the child's name clearly marked.

Jewellery is generally discouraged at school. Earrings can be dangerous in PE lessons and following advice from our local authority we require children to remove earrings for the duration of a PE lesson. If pupils are unable to do this independently then the earrings should be covered with micropore tape. We do appreciate that earrings are becoming increasingly popular but need to be mindful of everybody's safety.

Music

Our main aim is to encourage all children to take part in and enjoy musical activities. Composing and performing are key skill requirements in the National Curriculum for music and we aim to give children the opportunity to create, record and perform their own music. We also want the children to be aware of, appreciate and respond to music from their own and other cultures.

Music forms an important part of our Harvest Festival, the Nativity Play and other celebrations, throughout the year. Children in year 2 also have the opportunity to learn the recorder.

Personal, Social and Health Education

As part of our curriculum programme all members of staff promote good health and fitness habits. We were very pleased to be one of the first Milton Keynes schools to be awarded the National Healthy Schools award in 2006. We aim to give children an understanding of how their bodies work and the basic rules of health and hygiene. There is no formal sex education programme but children's questions are answered sensitively when they arise. Our school policy for this part of the curriculum has been agreed with governors and is available for parents to see on request. Parents have the right to withdraw their child from all or part of any sex education programmes.

The main focus for drugs education at this age is the safe use of medicines.

Castlethorpe First School



Section 5

THE SCHOOL CURRICULUM (cont.)

Religious Education

Castlethorpe is a non-denominational school. We follow the Agreed Syllabus of Religious Education in Milton Keynes. Children have the opportunity to discuss the difference between right and wrong, express their feelings and consider the viewpoints of others through topics such as relationships, special places and occasions. Children study Christianity as well as aspects of other religions.

Parents may withdraw their child from religious education and assemblies by writing to the Head teacher. However, it is hoped that our curriculum is sufficiently inclusive for all children to be able to participate.

Assemblies

All maintained schools must provide daily collective worship for our pupils, unless parents request that their child is withdrawn. We hope that our assemblies are broad and balanced and accessible to all our pupils. Assembly themes include relationships, values, customs and events. During the year members of the local community including local churches may lead an assembly. Parents are encouraged to meet with the Head teacher to discuss further if necessary.



ASSESSMENT

Assessment is continuous. It involves observation of children as they work individually and in groups, assessment of written work and models and individual discussion with each child. Children's progress is recorded and monitored and work planned to build on success. It is our aim to identify learning difficulties at an early stage and to provide appropriate support to enable children to achieve their full potential.

During the children's first year in school, foundation stage assessment activities are carried out using the Foundation Profile. At the end of the school year achievements are formally recorded and shared with parents. We are also required to send all final outcomes to the local authority.

In years 1 and 2 we assess the children's attainment in phonics, reading, writing and maths and science as part of our monitoring programme.

All children are formally assessed at the end of year 2 with the national standardised assessment tasks (SATs) for Key Stage 1. Children's progress in all National Curriculum subjects is recorded and used to inform parents in the annual end of year report. These outcomes are also sent to the local authority.

If a child is in need of additional help we call upon the services of the relevant specialist team to visit the school to advise on appropriate action. Parents are kept fully informed of the nature and scope of the advice and are regularly involved in discussion about their child's progress. Written permission from parents is required before any external professional is invited to work with a child.

Careful consideration is also given to those children who are more able in one or more areas of the curriculum and appropriate provision is made.

Castlethorpe First School



Section 7

SCHOOL PROCEDURES

Child Protection

It may be helpful for parents to know that Head Teachers are required to report any obvious or suspected cases of child abuse to Social Services. This procedure is intended to protect children at risk. Head teachers are advised that, where there are grounds for suspicion, it is better to be safe than sorry.

This does mean that there is a risk of upsetting some parents by reporting a case, which on investigation proves unfounded. In such circumstances it is hoped that parents will appreciate how difficult it is to carry out this delicate responsibility and would accept that the Head Teacher was acting in what were believed to be the child's best interests.

The designated teacher for Child protection is Julie Baldwin and the nominated governor is Michael Spyrou.

The Education Welfare Officer attached to the school visits on a termly basis and analyses attendance figures.

Equal Opportunities

Every member of Castlethorpe school has the right to be considered and treated equally, irrespective of gender, culture, ability, religion, race, colour, age, disability and professional or marital status. The Racial Equalities Policy is available in the entrance lobby. Freedom of information is ensured. More information on this can be found on the website www.ico.gov.uk

Complaints Procedure

Under the Education Reform Act 1988 a procedure has been established to enable parents to pursue any complaints about the school curriculum and religious worship at schools. In most cases it is expected that any concerns or complaints expressed by parents about the school curriculum or religious worship will be considered and dealt with through informal discussions with the Head Teacher.

In practically all cases, it will be best, as the first step, to approach the Head of the school, since difficulties can often be resolved in this way. It is recognised however that there may be circumstances in which parents prefer to approach someone other than the Head Teacher. In such cases, parents may approach the Chairman of the School Governors or the Education Officer for the Area in which the school is situated since he/she deals with day-to-day matters affecting schools in the area.

The Formal Complaints Procedure would then be used to register the complaint and deal with it under the regulations of Section 23(1) of the Education Reform Act 1998. The school has a complaints policy which is available in the 'school policy folder' in the entrance lobby. We also have a leaflet, which is given to all parents about the complaints procedure.

We are, of course, always delighted to know when you are pleased about something too!

Castlethorpe First School



Section 7

Data Protection Act 1998

Any information you provide about yourself and your child will be held on computer or manual record. You have a right to see and check this information but we ask that you make an appointment with Mrs Christie in advance.

Castlethorpe First School



Section 8

BEHAVIOUR

The school aims to encourage each child to develop a sense of responsibility and self respect. It is expected that every child will behave in a courteous manner, speak politely and show consideration for others. Good behaviour is positively encouraged and clear boundaries are set as to what is acceptable behaviour in school. Children are helped to develop as individuals within a community. We inform parents if we feel a child is showing inappropriate behaviour.

We take incidents of bullying very seriously. If your child is worried or has problems that you feel may have roots in school do please contact us. If you think your child is being victimised or bullied we need to know straight away. Further details are in the School Behaviour Policy.

Castlethorpe First School



Section 9

PARTNERSHIP WITH PARENTS

Castlethorpe School encourages a close partnership with parents as being important in each child's development. Parents are very welcome in school. We appreciate the help given by parents working alongside teachers in the classroom and on occasions when we go out of school. These include our weekly visits to the village hall for P.E., on walks and on occasional special visits. If you are able to help in school, please contact your child's teacher.

Parents are most welcome to come in after school to see their child's work, talk about progress or to raise any concerns. Parents who are unable to come into school are similarly very welcome to contact the school by telephone and speak to the class teacher. If parents have a particular concern, it would be a good idea to arrange an appointment for a convenient time to talk.

Parent Consultation Evenings

Parent Consultation Evenings are arranged in the Autumn and Spring terms to give an opportunity to discuss children's progress and future development. An Open Evening is held in the Summer term for parents to view work, together with their child.

Information Evenings for parents

Throughout the year we hold information evenings for parents on different aspects of school life. Some evenings focus on specific year groups within the school. Others target particular subject areas. Curriculum plans for each class are sent home by letter each term.

Home School Agreement

At Castlethorpe School we have a Home - School agreement which provides a framework for partnership between home and school. This is an agreement entered into by the school, parents and the child.

Friends of Castlethorpe School (FOCS):

Parents are automatically members of the Friends of Castlethorpe School (FOCS). Regular fund raising and social events in support of our school are held including:

- 100 club
- School Fete
- Christmas Party
- Spooky party
- Bags for Schools
- Sponsored events

We are very grateful for their financial support which makes a huge difference to our school. If you would like to join the committee or help with any of the events, you would be made more than welcome!

Links with other parents

If you are new to the village or live outside the village and would like to have contact with other parents please let the school secretary know (01908 510342).

Castlethorpe First School



Section 9

Starting School

We recognise that starting school is both an exciting yet sometimes anxious time for some children (and parents!) Every effort is made to ensure a smooth transition into school from home and pre-school/nursery.

During the Summer term, parents are invited to an introductory meeting to meet staff, a governor and a committee member of Friends of School with other parents whose children are also starting school. The aim of this meeting is to share with parents how the school day operates, with some helpful hints from mums with children already at the school. School uniform items will be available to see, with the opportunity to place orders.

The Foundation Stage teacher will also visit the children at Castlethorpe Pre-school and Acorn Nursery and the children will be offered two morning visits to school, to help this transition.

Castlethorpe First School



Section 10

SCHOOL INFORMATION

The school is housed in 'Board' School buildings built in 1891. It is similar to all Board Schools of that period - solid, Victorian, gothic-type architecture. An extensive modernisation project was completed in 1993.

The school is a Milton Keynes Authority Co-Educational Establishment catering for children in the rising 4-7 years age range. The average number of children on roll is approximately 40. The defined area traditionally served by the school is: The Parish of Castlethorpe including Milford Leys, Lincoln Lodge, Bullington End and Leamington Farms.

The children are organised into teaching groups according to age and number of pupils in cohort. Currently each year group is taught separately each morning for Literacy and Numeracy, Foundation and year 1 in class 1 and year 2 in class 2. In the afternoons, Years 1 and 2 work together in Class 2 for the foundation subjects while Foundation children work in Class 1. Year 1 benefit from accessing both classrooms, enabling them to make the transition from play based learning to a more formal environment.

The school has a recently developed outside learning area which includes a story telling garden, an eco area and a playground.

Parents who wish to visit the school to make further enquiries are very welcome and should contact the school to make an appointment. If requests for admissions exceed places available then acceptance is decided by application of the Admissions policy, (see the Admissions Criteria in section three of this booklet). This policy is regularly reviewed by the Governors.

School Times

Morning Session	8.55 am	-	12.00 noon
Midday Break	12.00 noon	-	1.15 pm
Afternoon Session	1.15 pm	-	3.10 pm

Children should not normally arrive at school until ten minutes before the school session starts. School is open from 8.45, the register is opened at 8.55 and closes at 9.15

School Uniform

Our recommended school uniform is:-

trousers/skirts/pinafores	-	grey
jumpers/sweatshirts/cardigans	-	blue
shirt/blouse	-	white
summer dress	-	blue/white (check/stripe)

Castlethorpe First School



Section 10

SCHOOL INFORMATION (cont.)

Flat comfortable shoes or sandals, suitable for school, should be worn.

Castlethorpe School sweatshirts, T-shirts, cardigans and jumpers with an embroidered logo may be purchased through the FOCS.

Valuables, (money, watches, rings and jewellery), should not be brought to school as no responsibility can be accepted for their safe keeping. We discourage the wearing of any jewellery in school for safety reasons (please see earlier section on PE lessons for further details).

Snack Time

Water is available at all times. All children receive a piece of fruit or vegetable before morning break as part of the government's eat 5 a day scheme. Children under the age of 5 are also entitled to 1/3 pint of milk each day. We are a healthy school and actively encourage healthy eating so please don't send in chocolates or sweets even for special occasions.

Dinner Time

Our hot school dinners are provided by The Radcliffe School where they are freshly prepared each day. Forms for ordering lunches go home on a monthly basis. Children may order a hot school lunch, bring packed lunches, including a drink, or go home for lunch. Midday supervision is carried out by Midday Meals Supervisors.

Parents who think their children are entitled to free lunches should discuss the matter with the Head Teacher or school secretary who will advise of the documentation needed.

SCHOOL INFORMATION

Homework

Our homework policy is available for parents to read on request. For young children most homework is related to reading activities. As the children become older, mathematics skills and activities form part of homework. Occasionally there may be homework related to other subjects and we emphasise the value we place on the children's home experiences.



SCHOOL INFORMATION (cont.)

Illness and Other Absences

Please ensure that we hold a current emergency contact telephone number, either home, a neighbour or your place of work, so that we are quickly able to contact you if your child becomes ill or has an accident at school.

If your child is unable to come to school, please inform the school by 9:00am the same day. **In cases of sickness or diarrhea children may return to school 48 hours after the last incident.**

We will contact parents the same morning if we have not been informed of the reason for absence. When your child returns to school after any absence, it is essential to send a note with the reason for the absence as this information needs to be recorded in the class register. We would be grateful if you could inform the school in advance if you have arranged a medical or dental appointment for your child in school time.

We cannot allow a child to go out of the school during the school day unless they are collected by the parent or another adult with the permission of the parent.

Medicines

We will only administer prescribed medicines. These should be clearly labelled with the child's name and doctor's instructions.

If it does become necessary for your child to take medicine and your doctor has said that the child is fit to attend school then please complete the appropriate form (available from school). No medication will be administered without written consent. Medicine should be handed to a member of staff. Under no circumstances must any medicine be left in the classroom or in a sandwich box. Inhalers must be clearly marked with the child's name.

Parking

There is limited parking outside the school. Please do not park in front of driveways or on the grassy areas as this causes considerable annoyance to our neighbours. Parking should be in the marked bays only. Thank you for your support with this, we do want to keep our children safe and the residents happy!



SCHOOL INFORMATION (cont.)

Charges for Educational Activities

Our school policy towards Charging and Remissions is as follows:

Castlethorpe School Charging and Remissions Policy

1. Where activities take place in school session time eg. Cookery, parents will usually be invited to make voluntary contributions towards the cost of the activity on a pro rata basis. No child will be excluded from taking part in activities because his/her parents cannot, or will not, contribute (excluding any after school activity).
2. The school can invite parents to make voluntary contributions towards the cost of school activities and indicate that, where insufficient contributions are received, the activity may be cancelled. However, there is no obligation on parents to make contributions. This must be clearly stated and no child may be excluded because a contribution has not been made.
3. Charges will be levied for any child receiving music tuition (eg Violin lessons) from Milton Keynes Music Service.
4. Any application for a full or partial remission of charges may be considered by the Headteacher.
5. Parents may be required to meet the cost of breakages, damages and losses where this is a result of their child's behaviour.
6. Parents may be expected to make a contribution towards the cost of replacing lost reading/library books.

Castlethorpe First School



Section 10

SCHOOL INFORMATION (cont.)

Before and After School Care

We are very pleased that before and after school care is available from 7.30 am. to 6.00 pm. in the Wolery, which is run by Acorn Day Nursery. The breakfast club is open from 8pm. School holidays and training days are also catered for on a regular or ad hoc basis. Places are available for children aged four to seven and full details are available from the nursery.

A wide range of fun and lively activities are provided in a homely and stimulating environment.

A leaflet is enclosed with this brochure and full details are available from the Nursery; telephone (01908) 510309, or school.

After School Activities

Some extra-curricular activities are offered throughout the year and have previously included: Art and Craft, IT and Sports Clubs. These activities run at different times throughout the year.

Castlethorpe First School



Section 10

SCHOOL TERM & HOLIDAY DATES 2015/16

	OPEN ON THE MORNING	CLOSE AT THE END OF SESSION
AUTUMN TERM 2015	Thursday 3 September Monday 2 November	Thursday 22 October Friday 18 December
SPRING TERM 2016	Monday 4 January Monday 22 February	Friday 12 February Wednesday 23 March
SUMMER 2016	Monday 11 April Tuesday 7 June	Thursday 26 May Thursday 21 July

There are 5 in-service training days that need to be taken in the academic year 2015/16
These are Wednesday 2 September, Friday 23 October, Thursday 24 March, Friday 27 May, Monday 6 June
School will be closed Monday 2 May 2016 for Bank Holiday
In 2016 Easter falls as follows: Good Friday 25 March 2016 Easter Monday 28 March 2016

Castlethorpe First School



Section 10

SCHOOL INFORMATION (cont.)

School Attendance Information

School Attendance Information for the school year ending 31st May 2014 is as follows:

Number of pupil sessions	12,848
Number of actual attendances	12,490
Number of unauthorised absences	51
Percentage attendance	97.28%

The above information is based on 42 children.

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