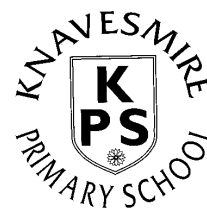
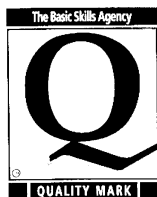


City of York Council - Learning Culture and Children's Services



Tel: 01904 653279
Fax: 01904 610287
E-Mail: knavesmire.school@york.gov.uk

Knavesmire Primary School
Trafalgar Street
South Bank
YORK
YO23 1HY

Headteacher: Mrs. C. Weston

Welcome to Knavesmire School.

It is hoped that you will find this prospectus informative and interesting. We are proud of our school, and invite you to visit us in order to see the full range of what we have to offer. A prospectus can only present a very limited perspective of a school. A visit – particularly during ‘working hours’ can give parents the opportunity to see and experience the atmosphere, learning environment and some of the teaching methods used across the age range. Appointments can always be made with the School Secretary.

Knavesmire is a friendly school with solid traditional values. A strong sense of community exists in the South Bank area of York and this is reflected in the fact that some families enjoy connections with Knavesmire over several previous generations. Our staff and Governing Body are committed to working with you, to ensure that children are provided with a rich, exciting, secure and challenging environment, in which they will have the opportunity to develop positive attitudes to learning, working, and playing co-operatively alongside other children.

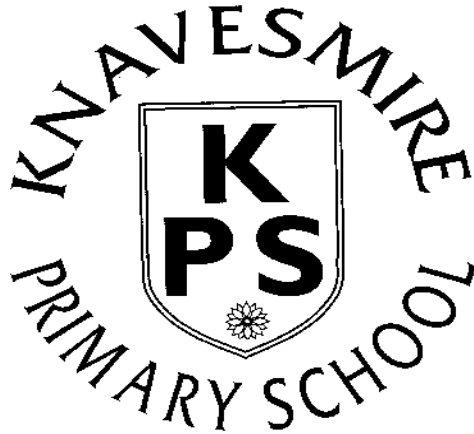
Our academic results from 2005 to 2008 have placed us in the top schools nationally. Over the four years nearly 100% of our children have achieved Level 4 in English, Mathematics, and Science with high percentages achieving the top grade of Level 5. In 2006 and 2007 we were placed in the top 5% of schools for value added progress (2008 figures not yet available). In November 2007 our Ofsted Inspection graded us as ‘outstanding’ in every area. For those of you who are seeking to use the Performance Tables/Inspection Reports to choose a school for your child, please remember that the data only gives a very limited picture of what a school is like and you really need to visit our school, to find out if what it has to offer, will suit your child's needs.

At Knavesmire we believe education is concerned with promoting both the intellectual and the physical, moral, artistic and social development of each child. We therefore aim to offer a wide range of curricular and extra curricular activities that brings challenge and enjoyment to all pupils.

If your child is about to join our school next term rest assured we will do our utmost to make him/her welcome. Please support us in every way you can – with co-operation and communication between parents and school, a child's school life can be happy and fulfilled.

Carol Weston
Headteacher

SCHOOL INFORMATION



**Knavesmire Primary School
Trafalgar Street
South Bank
YORK
Y023 1HY**

**Tel: 01904 653279
Fax: 01904 610287**

**Email: knavesmire.school@york.gov.uk (-School Office)
Website: www.knavesmire.org.uk**

Our Local Education Authority details: -

City of York - Learning Culture and Children's Services
PO Box 404
10 - 12 George Hudson Street
YORK
Y01 1ZG

Director of Learning, Culture and Children's Services: Mr P. Dwyer

Tel: 01904 613161

Number on Roll January 2008: 272

School Classification: Community Primary School

Awards

Basic Skills Agency Quality Mark



The school was awarded, for the third time in 2006, the Basic Skills Agency's "Quality Mark". This is a national award for schools demonstrating high standards and good practice in the teaching of basic skills- literacy, numeracy and Information Technology in particular.

School Achievement Awards

We were awarded School Achievement Awards in both 2002 and 2003. These are for substantially improving results in the KS2 SATs between 1998 and 2002. (2003 was the last year that these awards were given.)



Healthy Schools Award

Most recently, in January 2006 the school was awarded Healthy School Status for our commitment to the children's health and safety covering all areas of the curriculum.



Artsmark

The school was awarded the Gold Artsmark in May 2008 for our commitment to arts education.



School Profile

The Government has introduced School Profiles, intended to be a new and more effective way of conveying key information to all parents. It replaces the Governors' Annual Report. Through the School Profile, the school provides a report about its priorities and provides data on progress and performance, all updated on an annual basis. You can view Knavesmire's Primary School Profile by visiting <http://schoolprofile.parentscentre.gov.uk/8162011/>

OFSTED Inspection

The school was most recently inspected in November 2007. The Governors were delighted with the subsequent report, which graded the school as 'outstanding' in all areas with no areas for development. Copies of the inspection report are available from the School Office or at www.ofsted.gov.uk.

Admissions

The school's current admission arrangements adhere to the published criteria specified by the City of York Council. We also follow their guidance in accepting into our school, those pupils from the local area who have profound and complex disabilities.

Children are admitted to Nursery in the term following their third birthday. Our Reception Class admissions policy means we admit children born between 1st September and 31st December at the start of the Autumn Term in which they have their fifth birthday, and we admit all children born between 1st January and 31st August at the beginning of the Spring Term. Our current admission limit is 30 per year group. Parents should register their children as soon as possible, preferably a year before they are due to start. Application forms and further information is available from the secretary, Mrs. Morley.

Parents of children who have not been in our Nursery are encouraged to bring their children to school for visits before they are due to start to become familiar with the staff and other children. An evening meeting is also arranged for 'new' parents to provide information about the school and answer any queries, usually towards the end of the summer term.

Disabled Access

The school is committed to compliance with the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act. We have produced a full disability access plan which will ensure that we will not treat disabled pupils less favourably for a reason related to disability and we will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers. Recent developments have been ramped access to the Nursery Unit, KCKC and the Dining Room, disabled toilet facilities in the main entrance Welcome Area, re-decoration of the school taking into account the needs of the visually impaired and handrails and improved lighting to upstairs areas.

S.E.N. and Disability Equality

The Governing Body and the Headteacher are committed to providing for children who have special educational needs and to developing cultures, policies and practices, which are inclusive. With the right training, strategies and support, many children with special educational needs can be successfully included in mainstream education. However, we are committed to ensure that the interests of all pupils are safeguarded. We seek to remove barriers to learning and participation. This means that every child in Knavesmire is treated as a special child and is entitled to a broad, balanced and differentiated curriculum.

Parent – School Partnership

Strong links between parents and school are vital for every child's best interests. The education your child receives at Knavesmire is the result of a partnership between the school and yourselves, the parents. School and parents sign a "Home - School Agreement" when a child enters the school. The school greatly values the importance of this partnership and the contact that exists between the school and the home. We welcome parents' involvement in school, both in following their own child's progress and in contributing to the school generally. Teachers are always available to discuss children's progress or problems. Please do not hesitate to contact a member of staff to arrange an appointment. Minor matters can often be dealt with quickly at the end of the school day. The Headteacher is similarly available to discuss matters about your children. If a family emergency arises, which may concern the school, please make contact immediately. Parents are kept informed of events and other items of news in regular newsletters sent home via the pupils. They are also displayed on the notice boards in school, by the Reception entrance and in the Nursery.

We like parents to be involved with our work. From time to time, teachers will ask for help with particular activities - baking, sewing or accompanying the children on educational visits. If you feel you have some time to spare, or some special expertise, please feel free to offer your services! An active group of parents help with reading activities in school. If you feel you could give an hour or two of your time on a regular basis to help in this way, please contact Mrs Weston. Please note that all helpers in school must be CRB cleared. This usually takes about six weeks and forms are available from the School Office.

Parents are invited to school to see their children's work and to have private discussions with class teachers about individual progress. Open Evenings are held shortly after the half-term break in the Autumn Term and during the second part of the Spring Term. Parents of all children in the main school receive a written report on their child's progress throughout the year towards the end of the Summer Term. There is also an opportunity for you to discuss these reports with members of staff.

If you have anything you would like to discuss with a teacher throughout the year *please* contact school and make an appointment. Co-operation between school and parents is most important.

The Nursery Unit:

The Nursery Unit has a total of 78 part-time places. Children attend either morning or afternoon sessions. The younger children begin attending afternoon sessions and move to mornings as places become available.

The Nursery has two, large rooms, a washroom and brand new outdoor grassed and hard play areas. We have a wide range of equipment which, as well as being fun to use, is specially chosen to promote particular kinds of learning. The Nursery Unit is very much part of Knavesmire School, attending some Assemblies, sharing the use of the Hall, computers, television, etc. Parents of all the children in the Nursery are members of the "Friends of Knavesmire Primary School". KS2 children from Knavesmire enjoy assisting in play in the Nursery during their own playtimes, which they do on a regular planned basis. Children due to transfer to Knavesmire's Reception class spend at least one session each week in the term prior to transfer visiting the Reception class, getting to know the staff, the routine and what is expected of them. This helps them to settle into the Reception class full-time. In line with York's Common Admissions Policy children born from 1 September to 31 December, start full time Reception in September, while those born from 1 January to 31 August start full time Reception in January.

The Early Years curriculum (the Early Years Foundation Stage Profile) includes the same elements found throughout the primary school, applied to children of Nursery and Reception age. Our overall aim is to foster the intellectual, social, emotional, aesthetic and physical development of each child at a pace appropriate to his or her needs. In addition the Nursery hopes to:

- Make the transition from home to school a pleasant one for both parents and children;
- Provide a rich, exciting, secure and challenging environment in which children learn by actively doing. Play is the young child's way of learning; it takes effort, concentration and thought. The Early Learning Goals form the focus of the Early Years curriculum.
- Give children confidence in their learning abilities and make them feel that school is a desirable place to be.

The Nursery Waiting File:

Upon completion of an application form for a Nursery place, each child's name is placed in the waiting file in order of date of birth. Due to the large demand upon a limited number of places, Nursery places are allocated in accordance with the LA's policy.

The Friends of Knavesmire Primary School:

This very important group of people meet regularly to organise a wide variety of activities. The social events give great enjoyment to the children (and parents too!) and raise money for the school.

All parents of pupils at Knavesmire are members of the school's Parent Teacher Association. The 'Friends of Knavesmire Primary School':

- supports the work of the school by fostering the relationship between parents, staff and others associated with the school;
- makes contact with new parents at the meetings held prior to children's admission to the Nursery and to the Reception Class;
- organises a programme of social and fund-raising events that encourage involvement in the life of the school;
- supports the education of the pupils.

Regular events include Christmas and Summer Fairs, Treasure Hunts, Quizzes, Fashion Shows and Discos for all pupils from Nursery to Year Six. Through their very valuable efforts they have been able to provide useful items of equipment, for example, many of the school's interactive whiteboard systems and have contributed towards the cost of the new outdoor play area. The "Friends" also pay for transport on many of the visits that the children undertake and for visitors to the school, such as travelling Theatre groups.

Meetings of the "Friends" are informal, and are a good way of making friends with common interests in the school. If you would like to join us, you will be made most welcome.

The current Officers of the "Friends" are:

Mrs Jane Carter- Chairperson
Mrs. Lucy Goulden – Secretary
Ms Sue Hunter - Treasurer

School Routine:

The school hours are:

Main School:

8.50 – 11.55am – Rec and KS1
8.50 – 12.00 noon –KS2

1.10 - 3.15 pm –Rec and KS1
1.10 - 3.25 pm – KS2

Nursery Unit:

8.45 - 11.45 am morning session

12.30 - 3.30 pm afternoon session

School Grounds

Please do not bring dogs on to school premises (this includes the car park and playgrounds), tie them to school fences or allow them to obstruct the pavement where children walk. No matter how gentle your animal is, children can be easily scared. Please don't allow your dog to foul pavements on the route to school. Bag it and bin it! Please do not smoke within the school grounds.

Attendance

If your child is unfit to attend school please let us know as soon as possible – preferably before 8.50am. Please also send a note for our records with your child when he/she returns to school, explaining the absence. If we do not have a reason for absence, the register is marked as 'unauthorised absence'.

Children arriving after 8.50am are marked 'late' on the register. Please ensure that an adult completes the 'Signing In' book in the school office if your child arrives after 8.55am.

0% of absences were unauthorised over the period of the last school year, with the school achieving 96.3% of possible attendance.

Children may be withdrawn during school hours for medical/dental appointments. It is not always necessary for a whole morning or afternoon session to be missed. Please tell the class teacher of the appointment. All children must be collected from school by a parent or authorised adult, an authorised absence slip obtained from the school secretary and the Signing In/ Signing Out books completed.

It is important that parents consider carefully the implications of taking their children out of school during term time for the purposes of a family holiday. Research shows that children may never catch up on the work they miss. Children who struggle with English or Mathematics find it even harder to cope when they return, while younger children find it difficult to renew friendships. There is never a good time to take a child out of school, but children may experience particular problems: around the time of tests; during their first year at a new school; or at the beginning of a new term. Holiday forms, which are available from the Secretary, must be returned for authorisation prior to the holiday. Children may only have 10 days absence for family holidays in any one school year. **More than 10 days will only be granted in exceptional circumstances.**

Term dates are notified to parents at the start of the school year. They are also displayed on the notice boards. Term dates for the academic year 2008-09 are included below for your information.

Term Dates 2008/ 09

	School Closes	School Re-opens
		Wednesday 3rd September
Autumn Half Term	Friday 24th October	Monday 3rd November
Christmas	Friday 19th December	Tuesday 6th January 2009
Spring Half Term	Friday 13th February	Monday 23rd February
Easter	Friday 3 rd April	Tuesday 21 st April
Summer Half Term	Friday 22nd May	Monday 1st June
	Friday 17th July	
May Day Holiday – Monday 4th May		

Health and Welfare

In a medium sized primary school such as Knavesmire, it is possible for all teachers to know all the children, and many of the parents. Each class teacher exercises a general 'pastoral care' for the children in his/her class; the Headteacher deals with particular problems. Parents are consulted in the event of persistent problems.

Staff periodically update their First Aid knowledge, but parents must appreciate that we are ***not*** trained medical staff and, therefore, if we are in any doubt as to the seriousness of an injury or illness we will contact the child's parents. The school does not keep any medicines for dealing with minor ailments such as headaches. Minor cuts or grazes will be cleaned where appropriate. **It is vitally important that the school has accurate up to date information on any specific medical condition and contact names and telephone numbers and back up numbers, should parents not be available.** As in all its schools, the City of York Council does not carry personal accident insurance in respect of pupils.

Most pupils will, at some time, have a medical condition. For most, this will be short term and it is the school's view that in these cases, parents have the responsibility for their child's health and that parents should keep their children at home if unwell, infectious, and/or taking antibiotics. If medication is needed during school time, parents are most welcome into school to administer it themselves. Parents sometimes request school to administer medicine. The LA guidelines are followed in these cases. Written authorisation must be given when medicines are brought to school, forms for this purpose are available from the school office. A responsible adult should hand this, along with the medicine itself, to the secretary, Mrs Morley. The medicine will be kept in a locked cupboard. Please note that staff are not allowed to administer non-prescription items. Mrs Morley, Mrs Parker or Mrs Weston will normally supervise the administration of the medicine.

A list of contagious diseases and the period of withdrawal from school is available from the school office or from the Nursery. We try to ensure that notices are placed in prominent positions when, for example, cases of German Measles are known to be in school. The Department of Health has issued guidance, which states that children should stay at home for at least 48 hours following the cessation of any vomiting and/or diarrhoea illness and be eating normally. Children returning to

school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities including outdoor games and playtime.

Some pupils do have on-going medical conditions (for example, asthma) that, if not properly managed, could limit their access to education. For pupils who need more complex care, a health care plan will be drawn by staff, parents and the relevant health care professionals.

The School Nurse is usually available in school on a regular basis to offer advice to parents on health related matters. The School Nurse is also involved in working with the children on matters to do with health and personal hygiene from time to time.

Head Lice can be a real problem in schools. Cases of head Lice should be reported to the class teacher. Advice on treatment is available from the school office if necessary. Please note that the School is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavor to keep parents / carers informed if there is an outbreak.

School Uniform

All children are asked to wear school uniform, as we feel it is important that children adhere to certain standards and it also provides a sense of unity and identity for the pupils.

The school uniform consists of:

- Bottle green school sweatshirt, cardigan or jumper;
- Grey or black trousers/shorts, pinafore or skirt;
- White polo shirt, shirt or blouse;
- Green check dresses are worn by many girls as an alternative in the summer;
- Sensible footwear.

Regular orders for school wear are sent from school for sweatshirts and polo shirts. Order forms are available from the school office. Please note that we need an order for at least 10 items before it can be placed and that then delivery can take up to 4 weeks. Please make sure that you order uniform in plenty of time, especially for the start of school in September and January.

For health and safety reasons the wearing of jewellery will be restricted to one pair of **plain**, stud earrings and a wristwatch. Pupils will need to remove these items for all P.E. lessons. Members of staff are not allowed to remove or insert earrings.

The wearing of nail varnish is not in keeping with school policy and children should be discouraged from wearing it at school.

All children are encouraged to buy a reading folder with the school logo on it. This not only keeps their reading books, library books and homework clean and tidy, but also, (together with school uniform), provides a sense of unity and identity for the pupils.

PE and Games Kit:

All children are expected to take part in PE and Games. Pupils should change into suitable clothing for Physical Education lessons. Clothing will vary according to whether pupils are working indoors or outdoors.

OUTDOORS: In summer, shorts and tee shirts or games skirt and tee shirt are suitable. A tracksuit, jogging outfit or leggings and jumper, which allow free movement, are all acceptable to wear over normal kit during colder months. It is important that clothing is changed for strenuous activity. Special attention should be given to footwear. It must provide pupils with a reasonable grip on the surface they are to use. Shoes are not acceptable. Plimsolls and trainers are the only footwear allowed on the MUGA.

INDOORS: Shorts and tee shirt or leotard are most suitable. As we have good indoor working conditions pupils should work in bare feet as this produces greater sensitivity and skill. Children with verrucae should wear lightweight plimsolls.

PE kit should be available in school at all times, and is best kept in a marked PE bag in the cloakrooms. Mouth guards may be worn when appropriate, although we would only recommend ones that are professionally fitted. A mouth guard that fails to meet criteria associated with ease of removal, effective adhesion, comfortable breathing etc could prove hazardous to the wearer. Shin pads must be worn where studded boots are to be worn e.g. football matches.

Behaviour Policy

In the interest of promoting a caring and harmonious community, we at Knavesmire encourage our pupils to develop awareness of self and others. We wish to help the children to achieve a sense of personal responsibility and consideration for others. This is achieved within Citizenship and PHSE as part of the curriculum and also via a Rewards and Sanctions Policy which has been developed by the staff and pupils together.

School has to be disciplined and well organised so that all pupils know exactly where they stand. We have clear standards, which are understood by all, and we would ask parents to support us in following this policy, a copy of which is given to parents of new pupils.

The school policy is based on rewarding good behaviour. Each child has a sticker chart with 'rewards' given when 10 stickers have been awarded. After 10 stickers the children are invited to the Headteacher's Office, where a certificate and chocolate are presented and taken home. After 30 stickers in a term, a special prize is awarded. During the Friday Assembly names are read out from our 'Special Mentions' Book' acknowledging acts of kindness witnessed that week.

When children need to be punished, disapproval and the expression of displeasure are often sufficient. More serious unacceptable behaviour is dealt with by giving 'time-outs' and playtime detentions. Parents are informed by letter and asked to come into school to discuss particular problems with the class teacher and the Headteacher. In cases of persistent bad behaviour, individual programmes are drawn up and behaviour very closely monitored.

Any child not respecting the authority of lunchtime supervisors may be excluded from school during the lunch break, after consultation with parents.

Knavesmire Cool Kids Club

Situated in Knavesmire Primary School
Campleshon Road, York YO23 1JT

Club Co-ordinator: Wendy Nickson
Telephone: 01904 611365

Knavesmire Cool Kids Club was established in September 2001 and has been running successfully since then with numbers growing steadily and regular attendance by children attending the school and from within the local community.

KCKC aims to provide high quality and affordable out of school care for children aged 4-13 years. The club environment is geared towards fulfilling children's needs for daily care, recreation and development. We feel it is important that the children are included in the decision making of the activities they undertake. This will increase both their involvement and enjoyment in the club and its activities. It is also important to have a structured yet child-centred programme operating within the clubs.

Fully qualified and experienced staff provides a wide range of exciting activities including music, games, art and craft, computers, outdoor play, day trips in holidays, cooking and lots more!

KCKC is open during term time and school holidays with the exception of Bank Holidays and the Christmas school break. Childcare fee and opening times are as follows:-

Club	Opening Times	Fee
Breakfast	8.00am-8.50am	£3.15
After School	3.15pm-6.00pm	£5.75
Holiday – full day	8.30am-6.00pm	£16.50
Holiday – half day	8.30am-1.00pm	£8.50
	1.30pm-6.00pm	£8.50

Childcare costs are eligible for Working Families Tax Credit. The club is run and administered by a voluntary parents' management committee. For further details please contact the following:- KCKC on 01904 611365 or 07801 064519.

Lost Property:

Items of lost property are placed in a box near the stairs on the Infant corridor and in the Junior Cloakroom. You may search in them for any articles of mis-placed clothing belonging to your child. It does, of course, help all concerned if all belongings are clearly marked with the owner's name. The number of un-named school jumpers in lost property speaks volumes for the importance of this! Items of value and toys should not be brought to school, unless with the express permission of a member of staff.

Money:

It is not advisable for children to bring large amounts of pocket money to school. If money is sent to school for official purposes, please put it in an envelope clearly marked with your child's name, class and reason for sending the money.

School Meals:

Children attending full-time may stay for school lunch. The current cost is £2.05 per day (£10.25 per week). The school secretary collects dinner money on Monday mornings. Should you wish your child to stay on occasional days during the week, please send the money on a Monday morning stating clearly which day(s) your child is to stay for lunch. Children usually have a choice for both main course and sweet, with fresh fruit and vegetables always on offer. Provision of vegetarian meals and salads can be arranged.

As an alternative to school meals children may bring a packed-lunch. This should be brought in a firmly closed box, bearing the child's name. Insulated lunch boxes are recommended to keep food safe and fresh as they are stored in warm corridor or classroom areas. Drinks must be brought in plastic or cardboard containers. For safety reasons, canned drinks and glass containers are not allowed. On occasion, during the summer months, children may be allowed to eat their packed lunches at the picnic tables in the main playground. Advice on healthy lunchboxes can be found at www.eatwell.gov.uk

A range of cold drinks is available to children staying for school meals or packed-lunches. These vary in price from 20p to 30p. Water is available to drink with meals. School meals are not available to children attending part-time. All meals are prepared in the Kitchen and eaten in the Dining Room by the Count-de-Burgh Terrace playground. Children in families receiving Income Support may be entitled to free meals. Applications must be made to the York Educational Services Office. The Headteacher cannot authorise free school meals. Application forms for support are available from the school office.

If your child forgets his or her packed lunch we will try and contact you. If we are unable to do so we will supply a school lunch and ask you to reimburse us later.

Snacks

Nursery and Reception classes provide a snack for the children each day. Money is collected at the beginning of each half term. The Government provide Foundation Stage and KS1 pupils with a free piece of fruit or vegetable each day. Older children are allowed to bring **fruit or vegetables** only for playtimes.

Governors' Charging Policy

(Parental contributions towards extra school activities.)

The Governors recognise that for most activities the school cannot, under the terms of the Education Reform Act, levy a compulsory charge. The school can, however, ask for voluntary contributions towards the cost of an activity, e.g., the cost of transport for an educational visit. If parents are unwilling to contribute such costs the activity may be cancelled because the school will not be able to fund it from its limited resources.

Visits

From time to time we like to take pupils out of school as a planned part of their work to develop observational and other skills outside the school setting. Such visits give rise to further reading, research and written work, including imaginative writing. The stimulus for many of the artistic and other skills described elsewhere in the curriculum is provided by these visits. Residential visits are offered to Year 5 pupils. The Governors' charging policy applies in the case of all visits involving expenses.

Extra Curricular Activities:

We are pleased to offer a wide range of lunchtime and after school clubs and activities at various stages in the school. Termly newsletters and timetables are sent home at the beginning of each term. A typical timetable would currently include:

Art Club – open to all children in Y3 and Y6 at lunchtime run by Mrs. Thompson and Mrs Wareham.

Netball – open to all children in Years 5 and 6. Held after school on and run by Mrs Gibson and Mrs Croyle.

Music Technology – open to Y6 and supervised by Ms. Woolgar

Football– open to all children in Years 4, 5 and 6. Held after school on Tuesdays and run by Mr Cooper.

Choir – open to all children in Years 3 to 6 after school on Wednesdays from 3.30p.m. – 4.15p.m. run by Ms Woolgar.

Woodwind Tuition – the children receive tuition in small groups, for which there is a charge, on Friday afternoons.

Guitar Tuition - the children receive tuition in small groups, for which there is a charge, on Tuesday mornings. Open to all children in Years 3 to 6.

Recorders – open to all children in Years 4, 5 and 6. Held on Tuesday lunchtimes. Run by Ms Woolgar.

Computer Club – open to all children in Y6. Held at lunchtimes. Run by Mrs Croyle and Mrs Merritt.

Dance Club – open to KS2 children at lunchtimes. Run by Mrs Riley and Mrs Gibson.

Drama Club – open to KS1 and run by Mrs Riley

Craft Club – open to KS1 and run by Mrs Gage and Miss Haslam

Animation Club – open to Y1 and run by Mrs Merritt and Mrs Croyle

Violin Tuition - the children receive tuition in small groups, for which there is a charge, on Wednesday mornings. Open to all children in Years 3 to 6.

Fire Drill

There are regular whole school fire drills. A plan in each area and classroom shows the location of all fire exits and outlines evacuation procedures.

Complaints Procedure:

A copy of the LEA's document explaining the policy on the consideration of complaints is available in school. The scope of complaints under this procedure is limited to the areas of curriculum and religious worship. It is hoped that parents wishing to express a complaint about any aspect of school life would feel confident in the first instance to approach the class teacher or the Headteacher as appropriate. Most issues are best resolved in this manner.

Road Safety

- CYCLES:** We actively encourage children to walk or cycle to school. Cycling Proficiency Training is offered to children in Years 5 and 6. A Cycle Shed is available to store cycles during the school day for children wishing to travel to school in this way but please note that this is at your own risk, and you should take appropriate steps to ensure that your bike is adequately secured and not left overnight. For safety reasons we ask that cyclists (child, toddler or adult) should not ride through the school playground at any time.
- CARS** The streets around school are very narrow and therefore it is difficult for children to cross the road safely. Please try not to park outside school, especially on Campleshon Road, respecting the road markings. Emergency access may be required at any time.

Children are not allowed to enter or leave school by the playground at the rear of the school. They must proceed directly to the main playground at the start of school using the Lorne Street or Trafalgar Street entrances. These gates are locked between 9.00am and 3.00pm for security reasons. All visitors should enter by the Campleshon Road entrance.

Organisation and Curriculum:

The curriculum at Knavesmire is child-centred, with the needs of the individual being met by a mixture of teaching styles - whole class, group and individual as appropriate. The seven classes are taught the core subjects of the National Curriculum, English, Mathematics and Science, in accordance with the Programmes of Study. The foundation subjects of Technology, History, Geography, Music, Art and PE are also taught within these class groupings. A mixture of subject-based and topic-based work is planned for each term to give a balance of emphasis throughout the school year. Topics are carefully chosen to maintain the balance and help the children to see the relevance of each area of the curriculum in understanding the world in which we live. Information Technology is included as a subject in its own right and also across the whole curriculum. RE is planned and taught by the same means, with daily assemblies contributing towards children's moral and spiritual development.

Topic work is planned initially over a two-year cycle, with classes often working together in classes of Year 1 and 2 pupils, Years 3 and 4 pupils, and those from Years 5 and 6. Usually children remain with the same class teacher for one year and we maintain stable groupings of pupils as far as possible throughout their time at Knavesmire. The current programme for Topic work is available from school, as are detailed Schemes of Work for each class.

English

We aim to teach children to read fluently and with enjoyment and to express themselves confidently in speech and writing in a variety of ways according to their audience.

At the earliest stages, children are given a range of opportunities for listening and responding to stories, rhymes, poems and songs. They are encouraged to speak to a group of children or to the teacher about things they have done. Imaginative play is an important part in the development of speaking and listening. Children are encouraged to listen closely to stories: books are always available for children to look at and explore. They are encouraged to make their own books and, by sharing reading experiences, children are taught the significance of print and illustration.

Great care is taken in the teaching of reading. At the Nursery stage, the habit of choosing and taking home books is fostered through the daily library sessions and stories are read with the whole class, groups and individuals. As each child becomes ready to begin to read independently, graded reading books are introduced from the school's graded reading scheme, which is based around Rigby and Ginn Reading 360. Books from the school reading scheme form the core of the child's reading in class and this is supported by a system of Home Readers which are available throughout the school for children to extend their reading experiences at a level appropriate to their individual level and ability. Home Readers are stored and colour coded in levels that match the books read in school. The children choose their own books at the correct level and take them home to share with parents.

We ask that parents fill in a simple home reading record card and comment on the child's enjoyment of the books they have chosen to read. We aim to reinforce the habit of choosing books to read for themselves and commenting upon them from the very earliest stages. Occasionally the class teacher may ask parents to read over the books read in class to reinforce the work done there. Advice and information about the school's approach to the teaching of reading is given to parents at the meeting held towards the end of their child's last term in Nursery, prior to transfer to Reception class. Leaflets explaining the approach and the ways in which parents can help with this vital work are also given at this stage. Parents regularly give of their time to help with reading related activities in the classroom.

Junior children choose their reading material from an extension of the same organisation used with the younger pupils. This allows the child to continue to select from a wide range of books appropriate to reading ability and interest levels. As well as Home Reading books, children also select from books in class book corners, from County Library Books and make use of the school's extensive reference and fiction library located opposite the Reception classroom. Children use these books for pleasure. Knavesmire School also holds two Book Fairs per year and a World Book Day event aimed to maintain and develop the children's interest and love of books.

As with reading, when children become aware of print, writing is encouraged: copy writing for correct formation of letters, factual writing, free writing and poetry composition all have a place here. Children are taught to join letters from the earliest stage. The use of the word processor is also developed from the earliest stages. As children progress through the juniors, more emphasis is made upon the correct use of punctuation and grammar. Writing is developed from topic and other class work, with many forms of stimulus being used to develop communication skills and imagination. Formal schemes are used to support the teaching of spelling and handwriting. Emphasis is also laid upon improvised dramatic activities, encouraging children to explore their worlds. These activities begin with role-play at Nursery and Reception level and continue throughout the school. Sometimes themes are expanded and performances given to other classes and to parents at different times during the year. We aim to provide each child with the opportunity to take part in at least one performance or production each year.

The school's schemes of work are planned with reference to the National Literacy Framework and each class has a Literacy session each day. A balance of class teaching, group and independent work is maintained, with work planned in half-termly blocks.

Mathematics:

We aim to promote children's skills in Mathematics and their ability to think logically and solve problems, as well as to foster and understanding and enjoyment of this area. The school makes use of the National Numeracy Framework to structure individual development at the child's own pace. Classes and groups of children also take specific areas of mathematics and study these as part of their integrated approach to topic work. As with English, each class receives one lesson with a Maths or Number focus each day. Considerable emphasis is placed upon mental arithmetic at all stages. The school follows the guidelines recommended in the National Numeracy Framework, with the daily lesson taking in mental work, whole-class teaching and individual and group work. The daily lesson finishes with a plenary session.

Practical activities that promote the child's understanding of key mathematical concepts are built into the work planned each half term. Parents may be asked to help their child from time to time by reinforcing knowledge of number bonds and multiplication tables to support computation and mental skills.

Science

We aim to teach children to develop a lively, enquiring mind through the study of our world and man's understanding of it. Through studying Science we stimulate curiosity, independence and the development of the scientific skills of observing, classifying, measuring, recording, making and testing hypotheses, designing experiments and fair tests and drawing inferences from evidence collected. Scientific exploration is carried out within the main areas of Life and life processes, Earth and its environment, Materials and their characteristics and Energy and its effects. Science work is developed both through topics and by separate lessons. A highly practical approach is used throughout. A School Wildlife Area has been developed by a group of volunteers, for use in the school's work in this aspect of the Science curriculum.

Design & Technology

Work in the area of Technology, including Information Technology, is undertaken throughout the school in both cross-curricular and subject-based work. We aim to broaden the child's understanding of technology and its uses whilst giving the chance to explore a range of materials and their properties. Children are required to design and build artefacts and devices, test and evaluate them and, if appropriate, redesign them in the light of what they have discovered. Materials as diverse as wood, paper, card, cooking ingredients, sewing materials and commercial construction kits are in use.

Information Communication Technology:

At Knavesmire we have a wide range of Information Technology equipment available for use throughout the school. Each class has at least two computer systems connected to the school network, which gives access to the internet and e-mail and an Interactive Whiteboard. We also have an ICT Suite with 30 PCs, Interactive Whiteboard and full multi-media facilities. Computers are used to develop work in handling information and data, communication, control and simulation activities. We aim to develop the child's ability with computers, to know and experience their uses and to have the capability to make use of this technology with confidence and ease by the time they leave the school. We ask parents to sign an agreement setting out how access to the Internet and the World Wide Web is managed at school.

History and Geography

We aim to help the child to appreciate and conserve the environment, encouraging regard for the needs and conditions of others, whilst widening knowledge of the past and present.

Historical and geographical topics are studied in a planned, systematic way in all areas of the school. Historical Study Units are based either on a particular period in British or world history - the Ancient Greeks in Years 5 and 6, for example. Pupils will cover the entire programme of study over four years.

We make particular use of the immediate environment of the school and the City of York. Children in Year 5 are offered the chance to experience a residential course at an appropriately staffed and equipped outdoor education centre. Here aspects of physical and human geography are put into their context and skills acquired can be put into practical use, as well as valuable social experiences associated with staying away from home.

Music:

We seek to give pupils an awareness, appreciation and practical involvement in as wide a variety of music as possible. Children listen to music and comment upon it. They move and respond to a variety of musical stimuli, sing and perform with a wide range of musical instruments. Children will also be encouraged to experience simple composition, from practical attempts with their own creative efforts. Use is made of computers and electronic instruments in this work. Children also experience the works of famous composers and are brought to enjoy and appreciate these. All Junior children have the opportunity to learn and play the recorder, and therefore to read music. . Guitar, violin, keyboard and woodwind tuition is available for older pupils and there is extra curricular provision for choir. All children in Y4 learn to play the violin through the Wider Opportunities Programme. This is offered free of charge and includes the loan of a violin over the year. Regular involvement with CYC Performing Arts Service further enhances what is on offer.

Physical Education:

Skills from the simple actions of Nursery children to the more complex movements of older pupils are progressively developed in the various aspects of Physical education. We aim to provide a balance between gymnastics, athletics, games, dance, swimming and outdoor pursuits across the school, matching the children's ability and levels of confidence with increasingly challenging experiences. Use is made of radio broadcast resources to support some work in PE.

Swimming and water safety skills are taught during Year 3, making use of the facilities at 'The Mount School' in York. Children working in groups on activities centred upon the Amateur Swimming Association's "Water Skills Awards" programme. Parents are asked to support this valuable activity by making a voluntary contribution (currently £15 per half term) towards the cost of transport to and from the pool.

In KS2 classes children also experience games sessions. Both boys and girls can sample various team games such as cricket, netball, rounders, rugby or soccer. In addition, manipulative skills are developed by the use of a wide range of small apparatus. All classes make use of large apparatus in the Hall during regular class lessons.

Opportunities exist in after school activities for both boys and girls to participate in competitive sport between Knavesmire and other local schools, including netball, athletics, rounders, rugby and

soccer. We occasionally make use of cricket pitches and facilities for athletics and gymnastics at the local secondary school and over the summer months have the use of the grassed VIP Car Park at the Racecourse.

Volunteer help with some coaching and sponsorship for kit is greatly valued by the school. We aim to encourage all pupils to take part in a wide range of sporting activities both within and outside curricular provision, with the joint aims of promoting a healthy lifestyle and enjoyment of participation at a level appropriate to the individual's abilities and interests. School teams have met with considerable success in friendly competitive leagues involving other local primary schools.

Modern Foreign Language

We offer French lessons to all children in KS2. Staff from Millthorpe School teach Y5 and Y6 each week with school staff teaching Years 3 and 4. The school has a French Foreign Language Assistant during 2008 –09 to further enhance our provision.

Religious Education:

Knavesmire School is not affiliated to any religious denomination. There is provision for the teaching of RE for all pupils which follows the guidelines of the City of York's Revised Agreed Syllabus 2002. We explore moral and spiritual issues as well as introduce the pupils to major world faiths in addition to Christianity. We look at and handle artefacts and symbols from the chosen religions as well as learning about their major festivals and experiences. Assemblies are a time when children reflect and share in their experiences both within and outside school. This is achieved by sharing stories, poems, songs and prayers. Children often participate in the presentation of assemblies and parents are invited to join us in the Hall from time to time for class assemblies and other festivals. We enjoy the support of the local parish church, St Chad's, in holding our Harvest Festival and Carol Service there and in making use of the church building within our work across the curriculum. If required, the school will make arrangements for parents to exercise their right of withdrawal of their children from religious worship and/or R.E.

Art

We strive to promote the child's observational, imaginative and design skills, making use of links with other areas of the curriculum. Experience is gained with a variety of media, materials and methods in both two and three-dimensional work. Children are encouraged to develop a wider knowledge and understanding of works of art and of major artists and artistic styles. Access is provided to stimuli intended to encourage appreciation of art as a means of expression. Above all it is important that children achieve satisfaction, enjoyment and gain in confidence through their creative work. The school has its own, unique outdoor sculpture, developed during an Artist in Residence programme.

Sex Education

All children will be introduced through appropriate videos, books and discussion to matters relating to reproduction, sex differences and personal relationships. These will be dealt with as part of a Health Education topic during the child's final year at this school. Matters will be discussed as they arise naturally and as part of other topics studied. Due regard is given to moral considerations and to the value of family life in this context. Parents are offered the opportunity to view video and written teaching resources used in the teaching of Sex Education prior to its commencement. If required, the school will make arrangements for parents to exercise their right of withdrawal of their children from this part of the curriculum.

Special Educational Needs:

During their time in school some children can experience difficulties in one or more areas of the school curriculum. This may be short lived and helped by a different approach or a little extra support. However some children may require longer term help and support. Some children find some aspects of learning more difficult than others or have specific special educational needs that are catered for within the school community. Class teachers at Knavesmire give individual children as much help as they can, bearing in mind the needs of the others in the class. Extra resources are also available from within the school for pupils with special needs. Our Special Needs Co-ordinator is Miss Haslam, who will advise staff and parents on resources available for pupils with special needs and on the involvement of special needs advisory and support services from outside the school. Such help is sought only after consultation with parents and will, in the first instance, take the form of an informal assessment of the child's individual needs. Regular meetings are held at school to discuss the progress of children with special needs. A register of pupils with Special Educational Needs is maintained in accordance with the Code of Practice for Special Needs.

For a very small number of children, if learning difficulties prove to be acute, formal assessment of special educational needs will be initiated. Formal assessment usually involves reports from a Learning Support Teacher, Educational Psychologist, and School Medical Officer, if appropriate. Close contact with parents is maintained throughout this process, the outcome of which may be a Statement of Special Educational Needs. The statement sets out the child's needs and the assessment of their child's special educational needs be made.

A guide for parents is available which contains basic information concerning SEN provision at the school and a useful list of contacts. **Staff are always willing to talk to parents who have any concerns.**

Child Protection

The welfare of the children is of paramount importance. School plays an important part in protecting our children. Our school needs to be vigilant in detecting signs of neglect, physical, sexual and emotional abuse. Any injury or condition, which arouses suspicion, will be followed up in the ways outlined in the Child Protection Policy.

Most recently published Attainment Statistics.

Attainment at Key Stage Two – 2007 (28 children)

NC Test / Task Result	English	Mathematics	Science
% at Level 4 or above	93%	96%	100%
% at Level 5	36%	50%	75%

Attainment at Key Stage One – 2007 (29 children)

Teacher Assessments	English	Mathematics	Science
% at Level 2 or above	Speaking and Listening - 83% Reading - 90% Writing – 96%	97%	97%

Teaching Staff

Headteacher:	Mrs C. Weston	B Ed Diploma in Mathematical Education	
Deputy Headteacher:	Mr A. Cooper	BSc (Hons) QTS NPQH	Year 4
	Mrs H. Gibson	BA (Hons)	Year 6
	Mrs J. Merritt	BA (Hons) PGCE	Year 5
	Mrs M. Riley	BA (Hons) PGCE	Year 3
	Miss S. Haslam	B Sc (Hons) PGCE 3 Advanced Certs in SEN	Year 2
	Mrs A. Gage	B Ed (Hons) PGCE	Year 1
	Mrs K. Halliday	BA (Hons) MED	Year 1
	Mrs N. Croyle	B Ed (Hons)	Early Years
	Mrs K. Thompson	BA (Hons) PGCE MA	Early Years
	Mrs J .Fitton	Cert Ed MA	History/Geog
	Ms. J. Woolgar	BA (Hons) PGCE Cert in Music Education	Performing Arts

Pupil Support Staff

Mrs J. Forgan	BA (Hons) PGCE	Nursery Unit
Mrs J. Kelly	NNEB	Nursery Unit
Miss E. Gaines	NNEB	Nursery Unit
Mrs T. Wareham	NNEB, HLTA	Teaching Assistant (Y5/6)
Mrs T. Fairburn	NNEB	Teaching Assistant (Reception)
Mrs J. Schofield		Teaching Assistant (Y1/2)
Mrs A. Slater	LSA Cert, HLTA	Teaching Assistant (Y3/4)
Miss A. Gardner	BTEC Cert	SEN Child Support Assistant
Mrs K. Vasey	City and Guilds Cert	SEN Child Support Assistant
Mrs L. Hodgson	NNEB	SEN Child Support Assistant

Administrative Staff

Mrs D. Morley & Mrs K. Parker

Mid-day Supervisory Staff

Mrs D. Franks	Mrs M. Smith	Mrs S. Leggard
Mrs L. Jones	Mrs L. Gaines	

School Meals are prepared on the premises by North Yorkshire County Caterers.

Mrs A. Sanderson - Cook-in-Charge Miss T. Ryan – Assistant

Caretaker

Mr. I. Boyne

The school is cleaned by a private contractor service - CYC Commercial Services

The School Governing Body:

The Schools Governing Body was reconstituted under the regulations of The Education (School Government) (England) Regulations 1999. As from 1st September 2004 the Governing body consisted of the following:

1. Six parent governors – i.e. persons who are elected to the governing body of the school by parents of registered pupils at the school and who are themselves parents at the time when they are elected.
2. Four Local Education Authority governors appointed by the Authority.
3. The Headteacher.
4. Two teacher governors who are elected by, and represent the staff.
5. Four co-opted members.
6. One non-teaching staff governor

As a locally managed school, the Governors have a wide range of roles and responsibilities and are closely involved in all aspects of life of the school. Any correspondence for the Governors' attention should be addressed to the Chairman, c/o the school.

The current Governors are:

Mr W A Schofield (Chair)	- parent governor
Vacancy	- parent governor
Mr C Goulden	- parent governor
Mrs T Dook	- parent governor
Mrs. M. McNeill	- parent governor
Ms K Peat (Vice Chair)	- parent governor
Miss S Haslam	- teacher governor
Mrs A Gage	- teacher governor
Mrs T Fairburn	- non-teaching staff governor
Mr. N. Johnson	- community governor
Mr S Mallett	- community governor
Mrs C D'Aguzzo	- community governor
Mr P Callaghan	- community governor
Mrs A Cox	- LA governor
Mr G Kendall	- LA governor
Cllr A Fraser	- LA governor
Vacancy	- LA governor
Mrs C Weston	- ex-officio-Headteacher

Clerk to Governors – Mrs S Radford

Special Needs Governor	- Mrs C. D'Aguzzo
Literacy Governor	- Mr C. Goulden
Numeracy Governor	- Mr N Johnson
Child Protection Governor	- Mr W Schofield

The Governing Body has committees, which deal with specific areas of the running of the school. These committees make recommendations to the full Governing Body that meets at least three times per year. Responsibility for Special Educational Needs is delegated to the Headteacher, with reference to the Chairman of Governors for statutory purposes.