



With God by our Side, We Aim High, Working Together with a Smile



Prospectus 2024 - 2025





Rosley C of E School

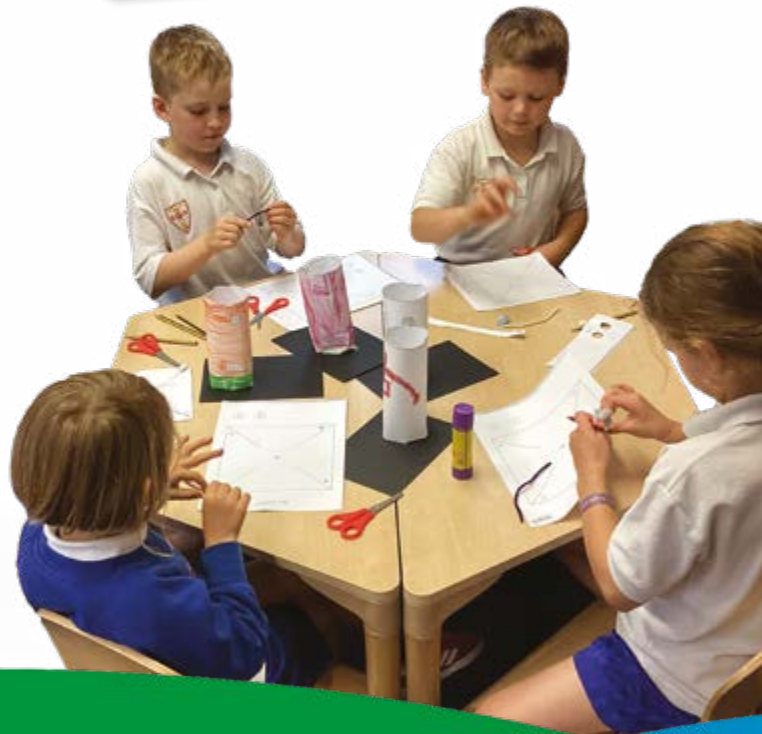
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Local Education Authority and
Education Office

Cumbria House, 107-117 Botchergate, Carlisle,
CA1 1RD Telephone 01228 606060

Director of Children
and Family Wellbeing
Mr Martin Birch



School Staff

Headteacher
Mrs J Tinniswood Year 5/6

Class Teachers
Miss H Jardine Reception/Year 1
Mrs L Watts Reception/Year 1
Mrs K Hayton Years 2/3/4
Mr I Armstrong Years 2/3/4
Miss J Dixon Years 5/6

Mrs J Paisley Consultant SENDCo

Teaching Assistants
Miss J Osborne
Mrs J Taylor
Miss E Hird

Nursery Staff
Miss C Harrington Assistant Nursery Leader
Mrs A Hogg Nursery Assistant
Mrs C Copley Nursery Assistant

Business Manager Mrs E Edgar

After-School Club Leader Mrs J Taylor

Cleaner Mire Services Ltd

Cook in Charge Mrs C Dickinson

Mid-day Supervisors
Mrs J Osborne
Mrs J Taylor

Other regular visitors/helpers Rev E Reid

Governors

Chair Mrs R Bird

Foundation Governors
Mr D Wilde
Mr M Ladds
Mr N Godfrey
Miss C Pattinson
Mr L Cooper
Miss J Osborne

L.A. Governor Mrs R Bird

Parent Governors
Mrs S Watson
Dr S Haraldsen

Teacher Governor Miss J Dixon

Headteacher Mrs J Tinniswood

Clerk to the Governors Miss J Osborne

The Governing Body meets regularly throughout the year. Half-termly minutes of Governors' meetings are displayed in the School reception area.

*We are grateful
to the many adults
who help in school
over the working week*

We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do.

Christian Vision

‘With God by our side, we aim high, working together with a smile’

Our Christian Vision is at the heart of all we do in Rosley C of E School and was created collaboratively by governors, staff, parents and pupils.

We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do.

“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.” Ephesians 4:32

Our Mission Statement

The staff and Governors of Rosley Church of England School intend to:

- Help each child to become an active and responsible member of the Rosley community whilst preparing them for their roles within the wider world.
- Create a happy school environment where children feel safe and valued.
- Encourage situations where children can show a caring and sharing attitude towards other people.

The staff and Governors of the School try to ensure that every pupil will have equal opportunity to achieve their maximum potential through:

- An educational experience which aims for the highest standards and quality.
- A challenging, lively and stimulating environment.
- A solid foundation of skills and sound preparation for the next stage of education.
- A broad balanced curriculum appropriate to children in the Foundation Stage, and Key Stages 1 and 2 of the National Curriculum.
- The enjoyment of learning.
- Access to all areas of the curriculum.

Recognising the development of the ‘whole’ child we encourage:

- Self-esteem and independence.
- Co-operation, partnership and team work.
- An awareness of personal growth, achievement and progression.
- Respect of themselves and others

The school is a Church of England Voluntary Aided School which means that the Diocese of Carlisle has a strong input into the support and Christian ethos of the school. The links to the local church are a valued aspect of the whole life of the school and its spiritual and moral dimensions. Our school also hopes to be recognised for its value and worth in the community.

Our School and Nursery

Rosley is a Voluntary Aided Primary School catering for children between the ages of 2 and 11 years. The original school was founded in 1873, but moved to its present site in 1961. It is a pleasant, well maintained building situated opposite Holy Trinity Church and Rosley Village Hall in a picturesque rural setting. The school and nursery are easily accessible from Dalston and Wigton and serve the local communities of Rosley, Westward, Brocklebank and Curthwaite.

Within school, there are three spacious classrooms, an attractive school hall, a well-equipped kitchen where meals are prepared, good cloakroom facilities and offices. Busy Bees nursery is situated in a separate building next to school.

Outdoor learning is very important to us at Rosley. We have a wonderful outdoor space, which includes a tarzan trail, a play fort and a summer house, not to mention a very well-stocked playtime shed. Our Early Years Foundation Stage and Key Stage 1 children share a secure outdoor learning environment which has recently undergone extensive redevelopment and includes two canopied outdoor areas, which means learning can take place whatever the weather!

The school hall functions as a dining hall, meeting place for Collective Worship and a teaching space, as well as required. We are lucky to have the use of a much larger village hall for PE lessons and when occasions require more space.

Our premises boasts a school field, complete with perimeter running path, sports pavilion and school garden. Our beautiful raised beds are used by gardening club and for other curricular activities. We are also fortunate to have access to the Rosley Parish Woods, where our children enjoy a variety of outdoor learning experiences.

Busy Bees Nursery

We are extremely fortunate to have our own nursery on site, which accepts children from the age of two. The nursery is housed in a separate cabin and boasts a wonderful shared outdoor area.

Our children have many opportunities to work alongside children in Reception and KSI, which helps with a smooth transition from nursery to school. It allows nursery children to start schemes, such as Read, Write Inc, in their nursery years.

Our EYFS staff make learning fun, encouraging exploratory learning, and using visits and visitors to enhance their experiences.



Our School Day

Bringing your child to school

School is open from 8.00am for our Breakfast Club. Children, including nursery pupils, come into the school building via the main entrance. They must be accompanied to the door by an adult.

All parents are asked to use the village hall car park when dropping off and picking up their children. Few schools can boast such a facility – but it is not without hazard as the narrow entrance accommodates both incoming and outgoing traffic, and children have to cross the road to get to it. Therefore, Governors strongly advise parents to give close supervision to their children as they walk to and from the car park. The hazard lines outside the school gate ensure maximum visibility for the safety of children, and cars must not be parked there during the school day.

Breakfast Club

Children arrive at Breakfast Club from 8.00am. We ask that parents escort their children to the front door and wait for an adult. Cereal, toast, fruit and yoghurt is on offer each morning.

Timetable for the school day

8.00am	Breakfast Club
8.45am	Children arrive at school
9.00am	Registration
10.30am	Break time
12.00pm	Lunchtime
1.00pm	Afternoon session
2.45pm	Break time (Reception & Year 1)
3.30pm	End of school day or After School Club
5.30pm	School closes

Classes

This varies from year to year depending on the balance of children in the different age groups.

Nursery	14 children
Reception and Year 1	23 children
Year 2, 3 and 4	21 children
Year 5 and 6	17 children

We respectfully ask parents to be aware that teachers are very busy in the mornings, preparing work for the day to come; therefore it is preferable if parents need to discuss anything at length, to make an appointment with their class teacher. Mrs Edgar, the School Business Manager is available to deal with any day-to-day matters from 8.45am.



After School Club

After School Club is available from 3.30pm to 5.30pm, with the option of booking 3.30pm to 4.30pm if the whole session is not required.

We have a range of activities on offer throughout the year at our After School Club, such as gardening, sport activities, baking, woodland activities and many more. Some activities change each term to maximise the use of the outdoors, where possible, and to add variety to the wraparound care. The children are provided with a piece of fruit and a drink.

Collecting your child from school

At the end of the day, parents and carers should come into the school grounds and we ask that parents wait on the playground, nearest the end from which their child will come out. Class teachers will bring children out at 3.30pm and ensure they are met by a parent or other nominated adult. If you are nominating an alternative adult to collect your child, please inform the school before 3.30pm on that day. If this is to be a regular arrangement, please confirm this in writing. If collecting from After School Club, please collect at the front door and sign your child out before leaving.

Staff are not responsible for supervising children once they are with their parents inside the school gate.

Parents are responsible for the safety of children using bicycles to travel to and from school. Bicycles may be left on school premises but the school is unable to accept responsibility for any loss or damage. Parents should also ensure that bicycles are in a roadworthy condition and children must wear a helmet.



Admissions

All applications for admissions are submitted electronically and processed through the School Places Team.

- All children start school in the September of the academic year in which they are 5.
- By law, however, they are not obliged to be in school until the term that they reach that age.
- The closing date for entry into Reception in September 2024 is 15 January 2024.
- Notification of place allocations will be sent from Cumberland LA on Tuesday 16 April 2024.

As the majority of our children attend Busy Bees Nursery, they are familiar with the school setting and routine and are able to start full days from September. If any Reception child experiences difficulties with full days, parents may speak with Miss Jardine or Mrs Watts to arrange a phased start.

Parents' Preliminary Visits

Prospective parents are welcome to visit the school before registering their child, and should contact the Business Manager to arrange a mutually convenient time as appointments have to be made with due regard to teaching commitments.

Mid Year Applications

Applications for places must be made directly to the School and will be considered by the Admissions Committee, who will then notify the Children's Services Admissions Team of any places offered.

Transition to Secondary Education

Our children move on to The Nelson Thomlinson School, Caldew School, Keswick School and Queen Elizabeth Grammar School.

All secondary schools offer their feeder primary schools the opportunity to visit and most secondary staff make time to see children within their primary setting.

Most secondary schools host Open Evenings for parents and children to visit prior to deciding which school they would like their child to attend.

The School Places team allocates places for secondary school.

Final notification of place allocations is usually the end of April.



Our Distinctive Christian Character

‘Inspired by the Christian vision, Rosley pupils are advocates for change. Staff trust pupils with an extensive range of leadership roles. As a result, pupils become confident young leaders, able to speak about injustice and argue the importance of equality’
SIAMS 2023

Our Christian Vision

We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do.

Our Core Values

We consulted the school community to establish four core values at the heart of all we do. These are: Trust, Compassion, Forgiveness and Friendship.

Collective Worship

Collective Worship takes place on a daily basis, four times per week as a whole school and one day taken by teachers in their classrooms. On alternate Wednesdays, Collective Worship is usually taken by Rev. E Reid in church.

As a Church of England School, we recognise the importance of a daily act of worship. We use this time to celebrate and be thankful for our gifts and achievements, and to seek forgiveness for things we may have done wrong. We teach children about how our core values come from the teachings of Christ and encourage them to reflect on how these apply within their own lives. *(N.B. Any parent who wishes to withdraw their child from collective worship may do so in consultation with the Headteacher.)*

Worship Leaders

Our Worship Leaders are a team of children who support teachers promoting the Christian values of the school. They ensure children are given a voice about Collective Worship, Value Launch Days and the Christian distinctiveness of the school.

Value Launch Days

We work in collaboration with the church community to hold a termly Value Launch Day. This involves pupils experiencing prayer spaces which enable them to explore the value in more depth and reflect on how the values are relevant in their own lives.

Class Prayer Spaces

Each class has its own prayer space for children to engage with and reflect upon their own spirituality. The focus of these change on a termly basis. Our Worship Leaders are currently designing a new outdoor prayer space!



School Curriculum

Nursery and Reception

Children in nursery and Reception follow the Revised Early Years Foundation Stage (EYFS) framework. The children learn through play; we have a range of indoor and outdoor resources to facilitate this. Visitors and visits are planned throughout the year to enhance the children's understanding of topics they are learning about.

Communication and Language

We provide daily opportunities for children to experience a rich language environment to develop their confidence and skills in expressing themselves. These include speaking and listening activities using puppets, small world equipment, role-play and soft toys, sharing stories, songs and rhymes, developing handwriting skills through a huge range of experiences including painting, chalks and other tactile materials, and writing for a variety of purposes.

Physical Development

This involves opportunities for children to develop coordination, control and movement. This may be through 'large' movements in PE lessons, and play activities, and fine motor skills such as pencil control and handwriting. Children will also develop skills in using scissors effectively and manipulating small equipment such as pegs and threading beads. Children are helped to understand the importance of physical activities and to make healthy food choices.

Personal, Social and Emotional Development

We aim to ensure that all children in our care become confident, motivated learners, who are aware of their own likes, dislikes, interests and beliefs. We encourage them to form positive relationships and show respect for others. They learn how to manage their feelings and behave appropriately in different situations.

The curriculum is further divided into four specific areas:

Literacy

This includes reading and writing. From Spring term, the nursery children begin the Read, Write Inc phonics programme.

Maths

This includes numbers, shape, size and measure.

Understanding the World

This covers learning about the world around us.

Expressive Arts & Design

This is where children explore their ideas in arts & crafts, music and dance.

The revised EYFS framework refers to the different ways that children learn as the 'Characteristics of Learning'. These include:

Playing and Exploring

Children investigate and experience things and 'have a go'.

Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creative and Thinking Critically

Children have, and develop, their own ideas, make links between ideas and develop strategies for doing things.

Together with the Prime and Specific areas these comprise the knowledge, skills and experiences that are developmentally appropriate for children from birth to 5 years.

Key Stage 1 and 2

From Year 1 onwards, we follow the national Curriculum. As far as possible, teachers plan learning opportunities in each subject area to tie in with their termly topics. We give consideration to the use of the outdoors to enhance learning experiences.

English

We aim to provide a literacy rich environment for all of our children, and teaching covers: speaking and listening, reading, writing, spelling and handwriting, always building on previous learning. Teachers plan a range of learning activities incorporating fiction, non-fiction, playscripts and poetry. We have adopted Read, Write Inc as a systematic, synthetic phonics scheme and this extends to spelling in KS2. We also use 'Talk4Writing' as an approach in KS2. By the end of KS2 children will have had experience in writing for different purposes, including to inform, entertain, persuade and discuss.

Mathematics

The school aims to provide a secure foundation for the acquisition and consolidation of basic arithmetical and mathematical skills. We use White Rose Maths as a basis for our Maths curriculum. Children are given experiences to deepen their number sense. They work on understanding the correspondence between a quantity and its number name. Children develop sound concepts through initial practical experience and activities enabling them to understand mathematical processes and make use of them in real life situations. There is a large emphasis on reasoning, where children develop and apply their numeracy skills to a range of real-life problems and situations.

Computing

Children are taught specific skills relating to programming, computational thinking, creativity, communication/ collaboration, networks and productivity. Online safety is taught through discrete lessons throughout the curriculum. We use a range of IT resources to support learning including laptops, tablets, Bee Bots and the interactive screens. Children have the opportunity to apply these skills in other areas of the curriculum. The school subscribes to a number of providers to enable children to access learning forums at home, such as Mathletics, Curriculum Visions and Purple Mash.

Physical Education, School Sports and Physical Activity (PESSPA)

We aim to increase pupils' self-confidence and develop their ability to manage themselves and their bodies within a variety of movement situations. A broad and balanced PE curriculum includes: Invasion games, Striking, Fielding and Net games; Athletics and Cross country running; Dance and Gymnastics, Swimming and Outdoor Adventurous Activities. Pupils are taught the importance of safe practice and are encouraged to adopt a sense of responsibility towards their own and others' safety. All pupils are given opportunities to participate in festivals and tournaments with local schools and benefit from links with our feeder secondary schools. Pupils are encouraged to appreciate the importance of a healthy body and begin to understand the factors that affect health and fitness. This work supports the school's view that physical activity should be encouraged as a lifelong process of learning and enjoyment, with reference to the government's obesity strategy. Children are also taught the importance of teamwork and sportsmanship within games.

Science

Science is taught as a discrete subject. Learning focuses on developing children's knowledge and understanding of scientific phenomena and their skills to investigate these. Work in this area includes practical activities where children raise questions, predict outcomes, observe and record what happens in the world around them.

Religious Education

As Rosley is a Voluntary Aided school, Religious Education is a fundamental part of our lives here. The content of our teaching is planned from the Standing Advisory Council on Religious Education (SACRE). We also use the 'Understanding Christianity' programme which has been developed by the Church of England Education Office. We encourage the children to see that religion has a value in their everyday lives and is not merely an academic subject. They learn about Christianity and other major world faiths. Throughout the units taught, children learn about the beliefs and practices of other faiths and consider what they can learn from these. We focus predominantly on Islam in KS1 and Islam and Buddhism in KS2.

(Parents have the right to withdraw their children from Religious Education or from the daily Act of Worship. If they wish to do so they should discuss this with the Headteacher.)

Music

We value the richness that music brings to our lives. Children are taught to listen to, appraise, improvise, compose and perform pieces from a variety of musical genre. They have access to a range of instruments and they sing for different purposes during the week. Mr Vernon teaches recorders to all Year 3 & 4 children and they have the option to continue this when they move into Year 5 & 6. He also leads the school choir. Mr Veron offers a lunchtime guitar club to children in Years 5 and 6.

Personal, Social and Health Education (PSHE)

Through PSHE we aim to encourage pupils to develop healthy lifestyles, and inform and encourage them to develop the attitudes needed to become independent and responsible citizens. Pupils are encouraged to play a positive role in contributing to the life of the school and the wider community. They are taught about rights and responsibilities and the importance of respecting the rights and opinions of others.

PSHE is taught in a variety of ways. Some topics such as Relationships, Sex and Health Education, are specifically taught as discrete subjects. At other times PSHE is taught across the curriculum, where relevant. Other opportunities such as themed curriculum days, assemblies or circle time also support teaching and learning in PSHE.

Global citizenship covers our values as British citizens and our role as global citizens. We consider a range of factors and issues regarding life at home and in the wider world.



Relationship, Sex and Health Education (RSHE)

RSHE is taught throughout the school as part of PSHE and the science curriculum. We teach about healthy relationships, physical health and mental well-being. The curriculum has been organised in-line with DfE guidance and following consultation with parents, pupils, staff and Governors.

Teachers tailor the content of lessons with careful regard for the age and maturity of pupils, and all issues are treated with sensitivity and respect. Parents may request to see the resources used to teach RSHE prior to lessons.

(Parents have the right to withdraw their children from parts of Relationships, Sex and Health Education. If they wish to do so they should discuss this with the Headteacher.)

History and Geography

Throughout the school, these subjects are taught discretely. Through the teaching of History, we aim to help our children gain the knowledge, skills and understanding to become life-long historians. Children learn about the history of Britain and other civilisations around the world, through topics such as 'The Great Fire of London', 'Roman Britain', 'World War Two' and 'Ancient Greece'. We also study about the past events and people in our local area to find out more about the area in which we live. We plan visits to key places of interest to enhance children's learning about these topics.

Geography lessons aim to inspire a real sense of curiosity about the world. This starts with exploring the locality, then the UK and the wider world.

Art & Design and Design & Technology

We encourage children to be creative and appreciate all of the arts. Children learn and develop skills in the six elements of art; drawing, painting, textiles, sculpture, printing and collage. In Design and Technology lessons, children learn about mechanical systems, textiles, digital world, structures, electrical systems and food.

Modern Foreign Languages

French is taught by the class teachers in KS2, using songs, games, roleplay and conversation activities. The emphasis is on practical, spoken French rather than reading and writing, and is a favourite with the children.



Assessment and Testing

Assessment is planned and undertaken as part of the teaching/learning process. It informs our future planning and is the basis for pupil targets. During the year, children are assessed in termly or half-termly tests in Maths, Reading, Writing and Grammar, Punctuation and Spelling, (GPS). Progress in other subjects is monitored and assessed against objectives for the year group. In addition to our continuous school assessment, certain external tests have to be carried out.

The Department for Education (DfE) has the following forms of assessment in place, which we carry out accordingly:

- Progress Check at age 2
- Reception Baseline Assessment
- Foundation Stage Profile (Reception)
- Year 1 Phonics Screening Check
- Year 4 Multiplication Tables Check
- Year 6 SATs



Homework

All children are expected to do homework to consolidate their learning in English and Maths, although the content and amount varies considerably for each age group. Every child should take home their reading book to share with their parents, who are encouraged to hear their children read, as well as reading to them.

We expect children to read at home at least 5 times per week. Children in KS1 and KS2, their teachers and parents will record reading in their reading records or reading journals. As children develop their reading and writing skills, they will be expected to reflect on their reading and write their own comments on the books they have read. In KS2, reading books are part of the Accelerated Reader scheme and children will complete a short online quiz on their book, in school, once they have finished reading it. This allows us to gauge their comprehension and understanding.

We use the Mathletics software programme for maths homework



Special Educational Needs and Disabilities (SEND)

We pride ourselves on being a fully inclusive school, welcoming and providing for children with a wide range of needs. All of our staff work hard to meet the needs of all the children. By removing barriers to learning and adapting our teaching, we aim to give children access to the full school curriculum, at a level which is appropriate to their age and ability. We employ a consultant SENDCo to oversee SEND in school.

We also consider the needs of parents and carers, thus our building has been adapted to allow full access for pupils and family members who may have disabilities, and our Accessibility Plan details further provision we would make as and when appropriate.

Staff deliver specific interventions to individuals and small groups of children who need support in specific aspects of learning.

We liaise with outside agencies to further access support for individuals who require it.

Full details of our local offer can be found on our website and on the Cumbria County Council website.



Extended Curriculum Opportunities

Rosley Crusaders

We have always had an active school council, the Rosley Crusaders, who provide a voice for our pupils on ways to improve our school. Each of the classes are represented on the council. They have led many successful projects, such as fundraising for Children in Need and planting a tree to commemorate the Platinum Jubilee.

The Wider Curriculum

We are lucky to be located in such a rich environment. Wherever possible, we make use of the outdoors to enhance learning. This may be on the playground, the field or the Parish Woods. Our teachers organise visits to various establishments to extend children's learning opportunities in particular areas, such as Vindolanda, Hawse End and Samye Ling Buddhist monastery. We also make full use of visitors to enhance the curriculum.

There are many leadership opportunities at Rosley School including Rosley Crusaders, Young Leaders (who lead aspects of school sport and PE), Worship Leaders and Green Team.

Throughout the year, children participate in special themed days such as World Book Day, Spirituality Day, Health & Wellbeing Day and Values Lunch Days.

Year 6 children undertake Bikeability training.



Behaviour and Safety

**‘Pupils respect each other and the adults in the school.
Pupils are well-mannered and they typically conduct themselves well.
Leaders ensure that there is a strong culture of
safeguarding across the school’
OFSTED 2023**

Safeguarding Statement

At Rosley School we aim to establish and maintain an ethos where children feel secure and are encouraged to talk and be listened to. We have developed good practice in ensuring that any concerns are handled sensitively, professionally and in ways that support the needs of the child. The Headteacher, Governors and all staff receive on-going Safeguarding training, including Child Protection. We are all well aware of the procedures to follow if there are any concerns about a child.

School Rules and Discipline

Rules are created to ensure the safety and happiness of everyone in school. We believe that good discipline starts at home and is maintained and supported in school. Each teacher works with the children to set class rules that encourage a positive working environment and mutual respect.

If there is any cause for concern about a child's behaviour, parents will be contacted, in the first instance by the child's teacher. If the situation continues, an interview will be arranged with the Headteacher. The school uses a range of strategies to encourage good behaviour, and has clear guidelines for dealing with inappropriate behaviour, set out in our Behaviour Policy.

Security

We aim to keep our pupils and staff safe at all times and therefore external access to the school is restricted. From 9.00am, entrance to the school is via the main door.



Community and Partnerships

Children are encouraged to develop their understanding of their role within the community and wider world. During the Early Years, children are encouraged to recognise their part in their family, class and school community, understanding that their decisions and choices can have a direct influence on day to day events. As they get older, we encourage them to consider local, national and international events and occurrences, and how these relate to, and affect, their own lives, as well as the part they can play in changing and developing events and situations. Our role as a focal point of the community is taken very seriously and during the year we support local events and do our best to involve the community in school affairs (Harvest festival hampers, Christmas events including Carol Service and Christingle). We teach children the value of giving by supporting local, national and global fundraising, and have recently raised money for Macmillan, RABI and Harvey Vale Government School.

Parent/Teacher Consultation

It is essential for a child to be happy and contented at school and we feel this is achieved by maintaining close links between teachers and parents. Parents' evenings provide specific opportunities to see children's work and discuss progress with the class teachers. At Rosley we have parents' evenings in autumn and spring. An extensive written report is also provided in the summer term.

Governors

The school has an active Governing Body which is responsible for all matters concerning the management and development of the school. The Governors, in partnership with the Headteacher, direct the school, its aims and objectives and ensure that the school is meeting the needs of our pupils and statutory requirements.

We are extremely lucky at Rosley School to receive financial support from our Governing Body in issues which give maximum benefit to the majority of pupils.

- Hire of village hall
- Upgrading general equipment throughout the school
- Improvements to the fabric of the building
- Issues that affect health and safety
- Support for larger building projects
- Contributions made towards residential visits.

Alongside this, the Governors will support genuine cases of hardship. It is their intention that no child should be excluded because of a financial need and representation can be made to the Governing Body through the Headteacher.

Rosley School Support Group (RSSG)

This group meets twice a term, and has done a great deal to support the school through various fundraising activities, the most recent being the redevelopment of the EYFS outdoor area. All parents are automatically members of the Support Group, as are those interested in the life and work of the school - new ideas and suggestions are always welcome.

The RSSG fund Christmas treats for the children. They support in school with activities such as pancake making on Shrove Tuesday. They also provide funding to subsidise trips and purchase extra items for the classrooms and playground, when required.

Partnerships

Rosley School is part of the Rural South Carlisle Consortium and works together with other schools to develop and support teaching and learning.

Useful Information

Term Dates

Autumn Term	Wednesday 4 September – Friday 20 December <i>(Half term holiday Monday 28 October – Friday 1 November)</i>
Spring Term	Tuesday 7 January – Thursday 28 March <i>(Half term holiday Monday 17 February – Friday 21 February)</i>
Summer Term	Tuesday 22 April – Friday 18 July <i>(Half term holiday Monday 26 May – Friday 30 May)</i>

School Meals and Milk

Our school meals are prepared on-site and conform to Food in Schools and we are continuing to develop these as new guidance and initiatives are introduced. We display information relating to the content of meals regarding allergens. It is vital that parents alert us to any known food allergies their child may have. We have developed a wide menu based on pupil suggestion, which is always supplemented with either a jacket potato or sandwiches. The lunchtime is supervised by our Mid-day Supervisors with older children helping to serve. School meals currently cost £2.80 for children in main school and £2.60 for children in Busy Bees Nursery. (subject to change). Children may wish to have a school meal on selected days rather than every day.

Free meals are available to anyone whose circumstances render them eligible. Advice on how to apply for free meals is available online at www.gov.uk/apply-free-school-meals.

Parents pay online via SchoolMoney. Mrs Edgar will set this up for all parents. Meals may be paid for weekly or half-termly. Pupils may bring a packed lunch if they wish which they eat in the hall with the other children. If a child wishes to change from school meals to packed lunch, one full weeks' notice must be given in writing. This notice is required to take into account the ordering of foodstuffs.

Milk is available at morning break for any child who wants it. If you wish your child to have milk you must complete the 'Cool Milk' Registration Form, which is available from the School Office. Children under 5 years of age are eligible for free milk and parents also need to register their child with 'Cool Milk'.

Mid-Morning Snack

Children in Reception and Class 1 are provided with a piece of fruit or raw vegetable through the National Free Fruit and Vegetable Scheme. KS2 children are also offered fruit provided by school. Children in Busy Bees Nursery have a morning snack which may be fruit, toast or a breadstick.



School Uniform

Wearing school uniform is greatly encouraged by governors and staff alike. The wearability and washability of the products that we sell have been tried and tested over the years.

Recommended Uniform List

- Grey trousers/shorts/skirt
- Royal blue sweatshirt/cardigan
- Royal blue polo shirt
- Black shoes
- Blue and white school dresses (summer term)
- Black, white or brown sandals, with a strap at the back (summer term)
- Plain white, grey or black tights or white socks to be worn with skirts and dresses.

We also have a uniform in Busy Bees, which carries the nursery logo.

PE Kit

- Royal blue shorts
- White polo shirt
- Trainers (more suitable for outdoor sports and field work/football)
- School hoodies for outdoor PE are available
- Black joggers

Clothing with the school logo on, PE bags and reading bags may be purchased from our online uniform shop.

There are often good quality second-hand items available for a small cost.

We cannot stress enough the importance of naming all clothing and shoes!

Jewellery is not to be worn except watches and earrings which must be of a small stud or sleeper style.

School Health Service

Health professionals such as the audiometrician and the speech therapist work with us to support children with particular difficulties. Parents now have access to an online e-School Nurse service. To book an e-school nurse appointment telephone 01228 603973.



Illness

It is inadvisable to send a child to school if they are feeling unwell. If a child is taken ill during school hours we endeavour to offer as much comfort as possible, but whenever the removal of a child is considered beneficial, the parent is contacted. We follow guidance from the Health and Safety Executive which outlines the length of time children should be kept off school, when they have certain illnesses.

Medicines will only be administered in accordance with our 'Supporting pupils at school with medical conditions policy' which is available from the school office.

It is essential to inform the Headteacher when your child starts school if they have any medical condition e.g. asthma or any allergies. An Individual Healthcare Plan (IHCP) may be put in place where appropriate.

Absence from School

Government regulations control the way in which attendance registers are kept, and they are inspected by our Access and Inclusion Team. The school has to account for all absences, therefore any absence of a child from school must be covered by a note from a parent/guardian. We require a telephone call to the School Office by 9.15am if your child is going to be off due to illness. Parents must send in a letter or email explaining a child's absence once they return to school.

Time lost by children due to family holidays taken in term time is disruptive to their education. The Headteacher cannot authorise a leave of absence unless there are exceptional circumstances.

Accidents in School

All serious accidents are reported immediately to parents and recorded in the school's Accident Book. Minor scratches, bumps and falls are also recorded and notes are sent home to alert parents if the child requires minor first aid. Safety matters are regulated by the school Health & Safety Policy, a copy of which is available in school.

Charging for School Activities

Activities organised by the school as part of the children's education, enrich and extend the range of opportunities in the curriculum. Whenever relevant, and within reasonable financial limitations, teachers will organise visits that will aid children's understanding. These visits will be appropriate to the curriculum.

However:

- Parents may be asked to make a voluntary contribution towards the costs that are incurred.
- The school will endeavour to give parents adequate notice of these activities or visit with clear guidelines as to costings.
- Activities may have to be cancelled because of a shortfall in contributions, and though this would of course be regrettable, financial constraints may deem it necessary.

Other Charges

The Governors also reserve the right to charge for breakages, loss and damage to school property. Parents or carers of children who damage, break or lose school property may be asked to contribute to the cost of replacement or repair.

Insurance

In addition to the County Council's insurance - the terms of which are fairly limited - the school has a policy which covers children who are on visits outside school.

Personal accident insurance is available on an individual basis. Parents who are interested in this form of insurance can contact their local broker, but they may be interested to know that the National Confederation of Parent-Teacher Associations has arranged a suitable policy. It is inexpensive but it provides for substantial compensation in the event of a disabling injury, regardless of how or when caused.

Complaints Procedure

We always work hard to resolve your concerns and to ensure you are happy with your child's education. If you become concerned in any way about your child's education, it is important that you tell us about this by making an appointment to discuss your worries with your child's teacher.

If you are still concerned you should arrange to meet with the Headteacher. If, after this meeting, you feel that the school has not properly addressed your concerns, or taken the appropriate action, you should write to the Chair of Governors (chair@rosley.cumbria.sch.uk) stating the nature of your complaint.

A copy of the general complaints procedure is available in school and is on our school website.

Ofsted Inspection

The school had an ungraded inspection in March 2023 and we were delighted to retain our 'Good' overall judgement. The inspection report is available on the school and OFSTED websites.

Some of the main findings were as follows:

'Pupils are safe at this small, close-knit school'

'Pupils know that teachers have high expectations of their behaviour and of their achievement.'

'Pupils try their best in class and most pupils follow instructions from staff'

'Typically, pupils achieve well'

'Pupils know that every person in the world is unique and that differences should be celebrated. Pupils are kind to one another. Should bullying or name-calling happen, staff sort it out straight away. Pupils feel assured that there is always a trusted adult in school who they can talk to'

'Leaders have designed a rich and balanced curriculum that typically meets pupils' learning needs'

'Reading has a high profile throughout the school. Pupils read widely and often'

'Leaders ensure that there is a strong culture of safeguarding across the school'

'Children in the early years are also well prepared for the next steps in their learning'

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

We were inspected in April 2023 and were pleased with the overall judgement of 'Good', with the impact of Collective Worship receiving 'Excellent'.

Some of the main findings were as follows:

'Rosley School is a community built on inclusivity, nurture and relationships, with the vision at its heart. Pupils flourish because of the tangible culture of happiness and safety'

'Leaders, including governors, lead by example in living out the vision'

'Pupils speak passionately about their learning within religious education (RE)'

'Rosley School's vision is firmly rooted within the Christian values of compassion, friendship, trust and forgiveness'

'Guided by the vision, leaders ensure that all pupils have the opportunity to shine'

Please read the full reports on the school's website www.rosley.cumbria.sch.uk The school is also inspected by the diocese (Statutory Inspection of Anglican and Methodist Schools).

Our last report in 2015 judged the school to be 'good with outstanding behaviour.'

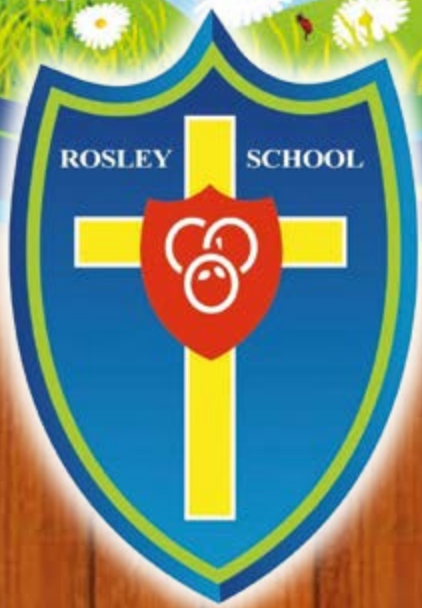


'This is a friendly and welcoming school where all the staff get to know children well'

'The teachers praise my child's strengths, encouraging and helping them, where needed'

'Wellbeing and mentoring ethos across school makes for a supportive and caring environment'

Parent Questionnaire 2023



With God by our Side, We Aim High, Working Together with a Smile



We are kind and compassionate to one another and learn to forgive each other as God forgives us.

We trust those around us to work together, aiming high in all we do.

Rosley C of E School

Rosley, Wigton, Cumbria CA7 8AU
Headteacher: Mrs Joanne Tinniswood

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