

St Denys Primary School



Dear Parent/Carer,

May I, on behalf of the Governors and staff, welcome you and your child to St Denys Primary School. Our school has a welcoming and happy atmosphere where children are educated, cared for and feel they belong. We set high expectations in all we do.

St Denys is a one-form entry school catering for children from 4 to 11 years old, with an admission number of 30 children per year group. We are a family school with a 'village feel to it' where everyone is known and valued for who they are. We are proud to be part of the REACH Co-operative Trust working closely with six other local schools.

Our school is over a hundred years old and has a delightful Victorian exterior with a separate new building housing our sports hall, kitchen and Year One classroom. The inside has been redesigned and fully refurbished to provide a modern and attractive educational environment which is extremely well equipped. The grounds have been created to allow the children to use them to extend their learning experiences.

All our staff are committed to ensuring that each child finds their strengths and interests, so that they may become proud and confident "learners". We hope that you as parents and carers feel valued as partners in the education of your child; the link between parents, teachers and pupils is so vital to the children and to the success of the school.

We endeavour to keep you fully informed of events, celebrations and up to date with what's happening in our school by sending home regular newsletters and text message reminders as well as posting on 'Class Dojo' our learning platform. Curriculum information sheets are sent home each half term informing you of your child's learning. We also provide up to date information on our school web site:

www.stdenysprimary.co.uk

The information in the folder should provide you with a concise introduction to our school. Please don't hesitate to ask if you are unsure about any details.

We hope your association with us at St Denys Primary School will be a warm and happy one.

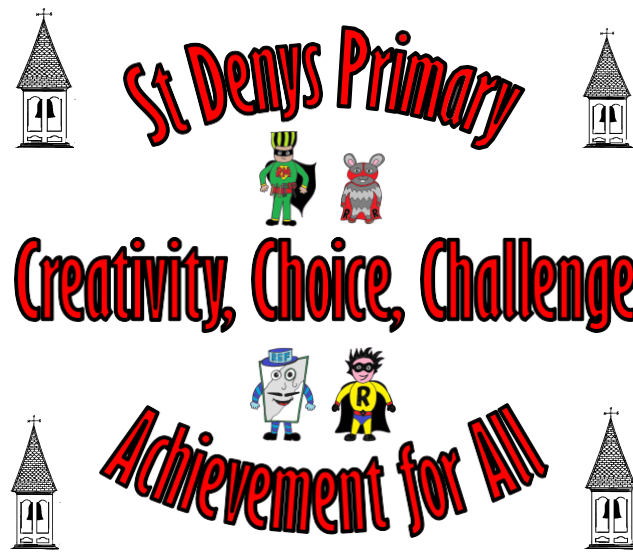
Yours sincerely,

Billy Davies, Headteacher

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Our Vision



At St Denys Primary we believe that every individual has the right to achieve and we will learn and work collectively, in partnership with parents, families and the community to make sure this happens. We recognise that in an ever changing, technological world we are preparing children for the unknown. We want to ensure that we give them the knowledge, skills and understanding they will need to enable them to make positive choices in their life and to be confident, happy, successful citizens both now and in the future. We realise that learning is about today as well as tomorrow.

We will provide;

- A commitment to high expectations
- An open-door policy where everyone is trustworthy and approachable
- Consistency in all we do
- Teaching that is inspirational, flexible, inclusive and challenging
- Learning that encourages choice, initiative and flexibility
- A creative curriculum that is experiential, meaningful and reflects diversity
- A safe, happy and stimulating environment that promotes risk taking
- Adults that act as positive role models
- A culture of mutual respect where everyone is valued for who they are
- A learning culture where communication and reading are priorities

REACH CO-OPERATIVE TRUST



St Denys Primary School became a foundation school part of a co-operative Education Trust called 'REACH' on the 1st September 2019. There are 7 schools within REACH (Bitterne Manor Primary, Moorlands Primary, Townhill Junior, Bitterne Park Secondary, Redbridge Community School and Woodlands Community College) that work collaboratively at every level to improve the outcomes for our children and young people. Trust schools are not academies but part of the local authority system, supported by a charitable trust which will appoint some of the governors. It is important to be aware that the governing body continues to run the school, manage the school budget and is responsible for the performance of the school.

Our rationale for becoming part of REACH Trust is as follows: -

1. To continue to raise expectations and standards in the school and improve the future prospects for all of our learners.
2. To do this - with the many changes taking place in education - we need to build strong partnerships and make our school improvement planning more sustainable.
3. We believe that to meet the needs of our community, we can achieve more through formal education partnerships, than we will be able to by working alone.

The aims of REACH Trust are to: -

- Develop outstanding learning and develop an outstanding quality of education for all our pupils and staff.
- Increase the level of aspiration and opportunities for our community.
- Realise the potential of all our young people in our community in academic, vocational and social learning.
- Ensure excellent longer term employment prospects for our learners through a robust focus on future opportunities.

- Provide an innovative curriculum across all phases with enrichment opportunities to develop the pupil's knowledge and understanding of the world, raise self-esteem and promote well-being so each young person is both prepared academically and socially and have the vocational skills to succeed in the next phase of education or in the workplace.
- Improve transition for our learners across each Key Stage.
- Develop our education partnership to include our parents and the wider community,
- Develop partnerships with preschools, nurseries, colleges, universities, employers and apprenticeship providers.
- As a Co-operative Education trust, we will adopt and support the values and principles of the co-operative movement in our work.

Each school has their own Governing Body and there is also a joint Trust Board that oversees the work of the Trust. This is made up of the Headteacher and Chair of Governors from each school and supported by the Trust Company Secretary. Headteachers, Deputy Headteachers and Subject Leaders meet regularly to learn from each other, share best practice and to work together on the REACH Trust aims. We are already seeing the difference this is making to the children at St Denys.



SCHOOL STAFFING 2024- 25

Headteacher:	Mr Billy Davies
Deputy Headteacher:	Mrs Sarah Andrews
Special Needs Co-ordinator	Mr Billy Davies
Rainbow Class Teachers (YR):	Ms Michele Nelis/Mrs A. Sherliker
Class 1 Teachers (Y1):	Miss Georgia Davies
Class 2 Teachers (Y2):	Mrs Salli Hoare/Mrs Penny Smith
Class 3 Teacher (Y3):	Mrs Rebekah Jones
Class 4 Teacher (Y4):	Mrs Victoria Hunt
Class 5 Teacher (Y5):	Miss Aliyah Sharif
Class 6 Teacher (Y6):	Mr Nick Howard
P.E. and Cover Teacher:	Mr Tom Fielder
Music	Mrs Tracy Clark
Inclusion and Nurture Support Team:	Mrs Donna Adams, Miss Alex Tarling
Support staff:	Mr Joel luke Mrs Donna Adams Mrs Andeesha Ahmadi Ms Celia Ford Mrs Kim Fricker Mrs Manuela Ionescu Miss Jaye King Mrs Hannah Lane Mrs Vicky Lynch Miss Becky Miller Miss Jennie Rawles Miss Louise Sahid Miss Alex Tarling Miss Catherine Whitley Mrs Mandy Short
Admin/Finance Officer	Mrs Beata Niemczyk
Admin/Reception Officer	Mrs Jo Davies
Lunchtime Supervisors:	Mrs Andeesha Ahmadi, Mrs Nimh Chand, Miss Catherine Whitley, Mrs Vicky Lynch, Mrs Sue Harvey, Mrs Mandy Short
Site Manager and Cleaning Team	Mr David Schofield, Mrs Andeesha Ahmadi Mrs Nimh Chand, Mrs Betsy Slowik, Mrs Sharon Roath

How to contact the school;

The school address: St Denys Primary School
Dundee Road
St Denys
Southampton
SO17 2ND

Telephone Number: 023 8055 6982
Fax Number: 023 8039 9982
Email: info@stdenysprimary.co.uk
School website: www.stdenysprimary.co.uk

Session times:

8:35 am The school is open for children to come into their classrooms
8:45 am Official start of the school day when the bell tower rings
12:10 pm End of the morning session
13:10 pm Afternoon session begins
15:10 pm End of afternoon session for Rainbow, Class 1 and Class 2
15:15 pm End of afternoon session for Classes 3, 4, 5 and 6

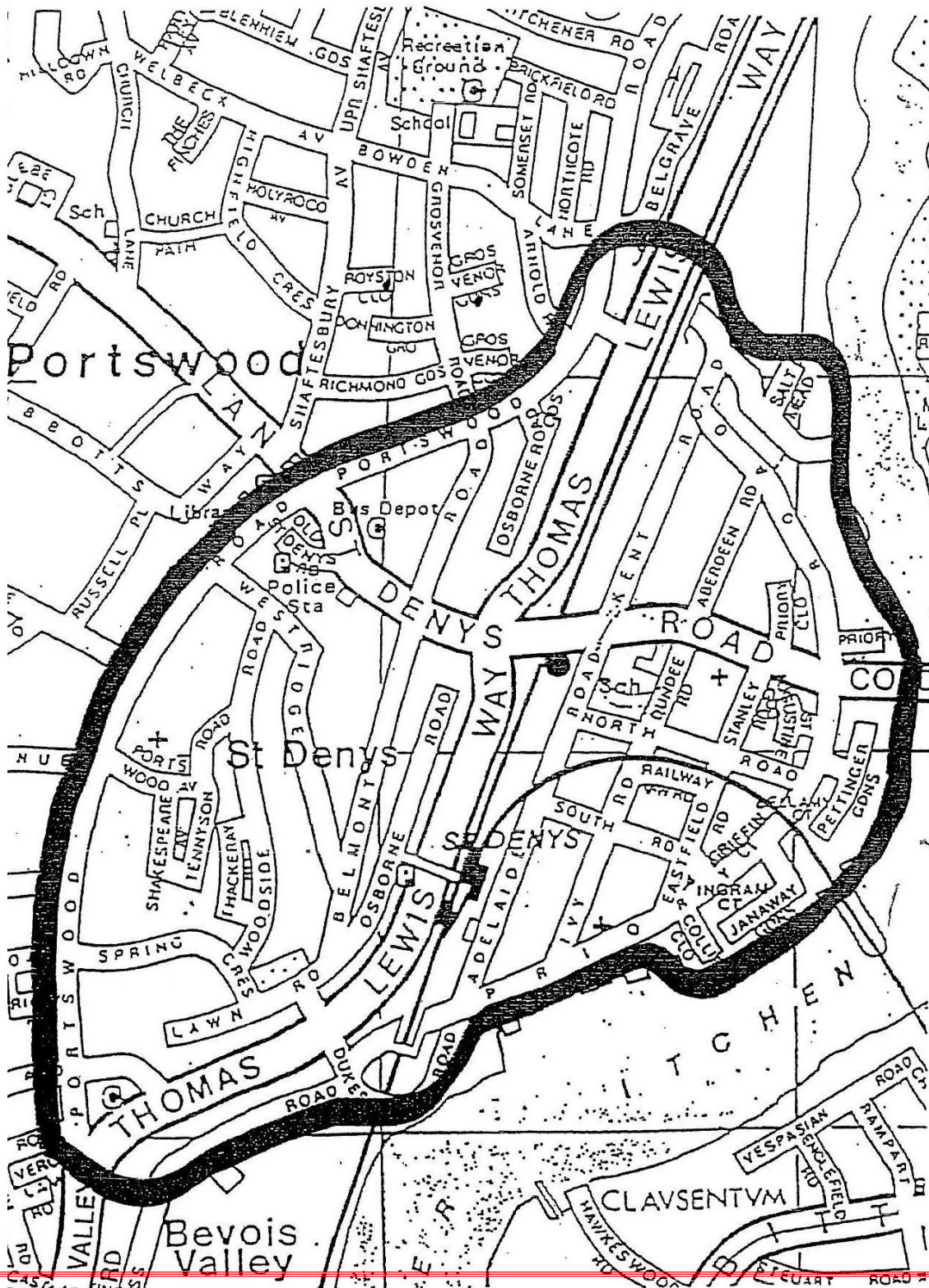
ADMISSIONS POLICY

St Denys Primary School is part of the REACH Cooperative Trust. The Governing Body (GB) of the school is the admission authority for the school. As required in the School Admissions Code, the GB will consider all on time preferences at the same time for September 2023 admissions. Parents may express up to three (3) preferences, listing them in the order in which they would accept them. All preferences will be considered and where more than one school could be offered, the parents will be offered a place for their child at the highest ranked of the schools that could be offered. The school's admission policy is available on the school website at www.stdenysprimary.co.uk/admissions/.

If you would like a place at the school, please contact Southampton Local Authority Admissions at [Apply for a school place \(southampton.gov.uk\)](http://Apply%20for%20a%20school%20place%20(southampton.gov.uk))



St Denys Primary School – Catchment Area



SCHOOL ATTENDANCE MATTERS FOR YOUR CHILD

ATTENDANCE

Regular and punctual attendance at school is **vital** if your child is to make good progress. Individual certificates are awarded to celebrate good attendance plus other rewards.

The school expectation for each child's attendance is at least **97%**.

ABSENCE

If your child is absent from school for any reason please telephone or contact the school office before 9:15am on the first day of absence. Direct contact will be made with you after this time.

If your child has to leave school for a hospital, doctor or dentist's appointment please let the school know as early as possible beforehand; a verbal request from a child will not be accepted. A child will only be allowed to go if a parent collects them, or an appropriate named adult.

The Headteacher and the Education Welfare Officer regularly check attendance and persistent lateness. An unauthorised absence is where your child has time off without you contacting the school or if the explanation for the absence is considered unreasonable (e.g. got up late or went shopping or on holiday).

ATTENDANCE REWARDS

Children receive individual certificates for 100% attendance termly and 100% and 95+% cumulative over the year.

The attendance of each class is announced in assembly each week and the winner is celebrated by the whole school.

Rates of absence

Overall attendance in 2023/24: 94.2% Overall absence: 5.8%

CONTACT DETAILS

Please make sure we have your up-to-date address, telephone number and email address (if you have one), in order to be able to contact you in case your child is unwell or an emergency occurs. We also need details of a second contact in case of emergency and the first contact is unavailable.

LEAVE OF ABSENCE/HOLIDAYS

Term-time holiday:

The Education (Pupil Registration) (England) Regulations 2006 which govern school attendance were amended from September 2013. **The amendments make it clear that Headteachers may not grant any leave of absence during term time unless it is for exceptional circumstances only.** Head teachers should determine the number of school days a child can be away from school if the leave is granted.

If parents wish to have a leave of absence considered in exceptional circumstances they must fill in the relevant form for the Headteacher to consider. The Headteacher's decision is final. If parents do not agree they may either write to the governing body or contact Southampton City Council.

St Denys Primary school, in line with both Southampton City Council's attendance policy and the revised guidelines, makes it clear that;

- Term time leave of absence is not acceptable
- Family holidays during term-time are not acceptable
- The school cannot grant extended leave of absence, except in exceptional circumstances.

Any parent who takes leave of absence in term time without prior agreement with the Headteacher is liable to a penalty notice and fine. The attendance will be marked as unauthorised. Further details can be found in our Attendance Policy which is on the school website.



CHILDREN'S LEARNING

At St Denys Primary School, we believe that all children have a right to achieve and follow a 'growth mindset' approach to learning where anything is possible (see our 'Learning Powers' section of the website for more information). We believe that if everyone learns 'how to learn' they can achieve more. From Reception onwards children are taught to develop their four 'Learning Powers' of respect, resilience, reciprocity, reflection and resourcefulness. They use these learning skills across the curriculum and beyond. To help the children understand these skills we use our five St Denys Learning Power Characters below:



Resource Man



Resilience Rabbit



Ref Lection



Ron Reciprocity



Respect

New experiences will extend the children's previous learning, and these experiences are most effective where practical and first hand. We will provide differentiated structured opportunities within the learning environment that will enable children to:

- discuss activities
- make choices and decisions
- reflect on their learning
- accept constructive feedback
- understand what they need to do to improve
- solve problems
- investigate
- work independently and collaboratively
- evaluate and modify
- empathise with others

The National Curriculum dictates the concepts and skills to be taught for the required subjects, and these will be taught using a variety of teaching styles and

strategies, which will be appropriate to the age of the children and the subject being taught. Every child's progress is tracked and individual next steps in learning are set. We are also obliged by law to assess children during Reception, Year 1 and Year 2 and assess and test Year 6 children and send progress reports to parents annually. Summaries of the most recent school's National Curriculum assessment results are included at the back of the prospectus.

CURRICULUM

Children are in school for 32.5 hours per week and are engaged in National Curriculum activities for 26.25 hours per week.

The extra hours are allotted to registration, playtimes, lunchtime and assembly time.

Information about what your child will be learning throughout the year is on our school website under the 'Curriculum' part of the website and regular updates on our 'Class' pages in the 'Children' area. We also use Class Dojo, an online learning platform that enables regular communication between the school and with parents/carers and where learning can be shared both from home and at school.

The Early Years Foundation Stage

On entry to school, children experience a curriculum that will underpin all future learning. This is planned for in the following seven areas of learning:

The Prime Areas: Personal, Social and Emotional Development, Communication and Language, Physical Development

The Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Within the first 6 weeks, your child undergoes a short Baseline Assessment, undertaken by the teachers, which is used to give a picture of your child's starting points in learning. Assessment of your child's progress contributing to the Early Years Foundation Stage Profile is made through teacher observation and you are informed of that progress at parent consultation meetings.





Our integrated curriculum from Year One onwards approaches all subjects (where possible) in a cross-curricular way through our 'Captivating Curriculum'. You will receive information about your child's learning each half term and staff are available to explore with you any further information you may require.

Parents are invited each term to share the 'Celebration of Learning' for their child for various topics during the academic year and to look at the learning in their books.

Our broad and rich curriculum is based on the 'Essentials Curriculum' developed by Chris Quigley. In KS1 and KS2 each subject is organised into Milestones covering two years (Milestone 1 – Years 1 and 2, Milestone 2 – Years 3 and 4 and Milestone 3 – Years 5 and 6). Full details are on the curriculum pages of our website.

English

We teach English, where possible, through a cross curricular approach. Children develop their reading, writing, speaking and listening and drama skills through the curriculum topics and through a variety of literature used as a stimulus for their writing. The children will develop their application of language through a range of contexts, different purposes and audiences. We will also promote opportunities for them to explore and appreciate the creative and cultural use of language, text and the media. Early reading skills are developed through our 'Bug Club' phonics' programme. We also follow the 'Power of Reading' curriculum which promotes a passion for reading.

Mathematics

Mathematics in every class develops every child's mathematical ability through oral and mental maths, increasing number knowledge and skills and other areas of maths (eg weight, fractions, length, data handling etc.). Children will use mathematics to help them make sense of the world in which they live. It is a tool to help them

communicate, predict, analyse, investigate and explain and should provide them with a progressive network of ideas and skills that can be applied to everyday life. The school uses the 'Maths Mastery' approach to the teaching of maths (more information on our website). 'Sumdog' is a computer based programme that all children access individually in school and at home and we follow the 'Times Table Rockstars' programme which supports fluency in times tables.

Science

Science is a largely practical subject that develops children's natural curiosity about their immediate surroundings. In Science the children will be introduced to the world of living things, materials and energy. By increasing and developing their knowledge and by starting to use the skills associated with scientific methods of investigation, they will begin to form an understanding of the contribution science makes to society.

Computing

Computing has an integral role to play in enhancing and extending the learning process across the whole curriculum, as well as preparing the children to accept the challenge of a rapidly developing and changing technological world. We have invested heavily in our information technology equipment to provide children with regular access.

Design Technology

Technology will provide children with the opportunity to develop their ability to solve practical problems and produce good quality products. They will draw on knowledge gained from other curriculum areas, and in return be able to supply technological skills to these curriculum subjects.

Art

Art encourages and stimulates children's aesthetic ideas by helping to develop their imaginations and their appreciation of other artists. It also provides them with opportunities to investigate a variety of media and materials.

History

We aim to introduce the children to the past through their own lives, their families, homes and community and extending this to interpreting the past. We will introduce them to the ways in which life has changed over time, reasons for these changes and how they have fashioned life in the present, focussing on various famous men, women and events.

Geography

Geography encourages children to become aware of their immediate surroundings through the use of observation, questioning and first hand experiences. Geographical skills acquired will enable the children to become aware of other places around the world.

Music

St Denys has a strong tradition of high quality music provision. Mrs Clark, our specialist music teacher, teaches music across the school. Children are taught the skills and concepts needed for listening, composing, performing, and participating in musical activity. These will help children develop their imagination, sensitivity, inventiveness, and enjoyment of music. In music children will also be involved in learning about the musical traditions and development in a variety of cultures, societies and time. We also participate in a wide variety of enrichment activities such as visits to musical events and visits and workshops from orchestras and bands.

Physical Education

P.E. will help each child to develop their physical competence, allow them to practise and refine their skills and to develop an appreciation of creative performance across each activity. P.E. enables children to enhance their confidence; self esteem, solve problems and work enthusiastically as a team. It also creates opportunities for children to appreciate the need for healthy exercise. We are very fortunate to have our own P.E. specialist, Mr Fielder working in school. We also work closely with other partners such as Solent University Sports Partnership to provide a wide range of opportunities to enhance what we offer to children.

Religious Education

The principal aim of Religious Education in our school is for pupils to develop a more reflective approach to life, and to enable and enrich this process through their study of living faiths. We follow the agreed syllabus for R.E. "Living Difference", which reflects the fact that religious traditions in our country are in the main Christian, whilst taking into account the teaching and practices of other religions represented in our country.

Collective Worship

Our Collective Worship/Assembly programme follows weekly themes. Children come together either as a whole school or in particular age groups, daily. Whole school assemblies happen on Mondays and Fridays with the Headteacher. Celebration assembly is held each Friday and focuses on 'Learner of the Week', birthdays, certificates, and special mentions and awards plus other news of successes. On Tuesdays, Wednesdays and Thursdays we have upper and lower school assemblies separately including a singing assembly. Reception class have their own assemblies at the beginning of the year and join in with the rest of the school at the end of the Autumn term onwards.

If any parent wishes their child to be wholly or partially withdrawn from attending Religious Education or Collective Worship, please notify the Headteacher in writing.

Provision of Sports

Our P.E. and Sports programme is supported by numerous coaches leading children's skills learning as part of the Solent University Sports Partnership.

Children in KS2 classes are encouraged to participate and compete in football, and athletics with other schools both in and out of school hours. There is also the opportunity to represent the school in tournaments.

Personal Social Health Education (PSHE)

Each teacher is responsible for teaching the PSHE programme to the children in his/her class and is embedded within the topic titles. The lessons will be suitable for the age range of the children and, where possible, will be included in the class topic/module. The PSHE programme includes aspects of ourselves; feelings, relationships, looking after safety and ourselves. Relationships and Sex Education is part of PSHE. The policy and curriculum guidance is available on our website.

Emotional Literacy

Children are supported in understanding and dealing with their emotions and feelings. The school has a dedicated 'Nurture' Teacher who works with individual and groups of pupils on a wide range of areas to support their development of emotional literacy. There are close links with parents who are informed if their child is having or needs any support and can share the identified programme. Supporting the development of emotional literacy is an important part of our curriculum and forms a regular part of whole staff training.



Summary of the Special Educational Needs and Disabilities Policy (SEND)

At St Denys Primary School, we aim to give all children equality of opportunity. If your child has any difficulties with learning, sensory, emotional or physical abilities then by working closely with parents and outside agencies (e.g. Speech Therapy, Educational Psychologist etc.) we can help your child reach his/her full potential.

The 'Code of Practice for the identification of Special Educational Needs' outlines the different stages used to monitor the child's individual needs. When it is decided what help the child needs, an Individual Education plan is written which is reviewed termly in consultation with the parents, class teacher and SENDCo (Special Educational Needs and Disabilities Coordinator).

The SEN policy is available for you to read at the office and on the school website and our 'SEN Information Report' gives more information of what we offer more specifically.

Summary of the Relationships and Sex Education Policy

The Governors have written this policy in conjunction with our learning policy. At St. Denys Primary School 'Relationships and Sex Education will provide an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner. The RSE Policy is available on the 'Curriculum' page of our website.

Parents / Carers do not have the right to withdraw their children from relationships education.

The Law requires all children to follow the programmes of study in the Science National Curriculum. Parents / Carers have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of the RSE policy and addressed to the headteacher.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). We have also taken guidance from the PHSE Association and Local Authority.

SUMMARY OF THE SCHOOL'S BEHAVIOUR POLICY

“We aim to create a calm, positive atmosphere that is conducive to learning where children feel safe, valued and secure”

The school's behaviour policy is based around our 'Learning Powers' with 'Respect' being integral to everything we do. Children are encouraged to make positive choices, be kind to themselves and others and to care for their environment. Adults act as positive role models to support this.

How do we intend to do this?

- We will establish clear rules and boundaries. The Learning Powers are clearly displayed in the hall, each classroom and in the playground.
- Every child and member of staff belongs to one of four Houses, Carpathia, Habana, Titanic and QE 2. Children are awarded House Points for good behaviour/effort/work etc. The House Points are totalled up each week and the winning House has a special treat at the end of the term.
- House Captains and House Learning Ambassadors act as important role models for others. They lead House Assemblies each month and present House Point certificates to children as identified below.
- Children in Rainbow and classes 1 and 2 receive their House Points in the form of stickers. When they have ten stickers on their chart they are presented with a certificate in House Assembly.
- Pupils in Key Stage 2 have a reward system (Dojo Points) that is used that work in parallel to the House Points. Dojo points are awarded for particular positive behaviours which are agreed with the class such as excellent home learning, great singing in assembly, being a good friend and also applying high levels of effort. Pupils can gain “rewards” for collecting particular amounts of Dojo Points. Certificates are awarded in our Celebration Assembly (200 – Bronze Award, 400 – Silver Award, 600 – Gold Award, 1000 – Special Award).
- Excellent effort and work is celebrated through the 'Learner of the Week' award that is presented every Friday. The winning child/children have their work displayed in the hall for all to see and a certificate is sent home.
- Special mentions are given and children receive a sticker and names are written on certificates and displayed in the 'Special Mention' book for all to read. Parents receive a text to let them know this has happened.
- Wherever possible a problem solving approach will be adopted by children and adults to resolve differences. Sanctions may still need to be enforced but the decision is shared and explained.
- Where unacceptable behaviour becomes a persistent problem in an individual which is affecting his/her work then a behaviour log will be kept and that child will be registered as having a Special Educational need with targets being set and reviewed regularly on an Individual Behaviour Plan (see S.E.N.D policy) .
- We will build on children's self-esteem through positive intrinsic motivation and our P.S.H.E. and Emotional Literacy programme.
- We will seek the support and cooperation of parents and carers

- We will involve parents for feedback on positive behaviour as well as unacceptable behaviour

For a copy of the full Behaviour policy and Dealing with Bullying policy please ask at the school office or visit the school website.

CITIZENSHIP

All children are encouraged to think about and care for;

- Everyone in the school community through lunchtime helpers and Y5 and Y6 prefects.
- Local and national communities in need through regular charity events and fund raising activities including 'Children in Need' and 'Comic Relief'.

SCHOOL LIBRARY

Pupils will visit the school library regularly and have opportunities to read and to take books home. All the books in our school library are bar-coded and installed into a computer program called MICRO LIBRARIAN. Every child in the school is issued with their own barcode. Each time they wish to take a book home, this code will be scanned into the system as well as the code on their chosen book. If your child wishes to take another book out of the library, they must first return the previous one so that it can be logged off the system. We do ask that if books are lost or damaged a contribution be made, so that it can be replaced.

HOUSE CAPTAINS AND LEARNING AMBASSADORS

Our House Captains and Learning Ambassadors are chosen each year from year 6 and act as positive role models for the rest of the school. They play a high profile role in Celebration Assemblies, presenting weekly awards such as 'Sports Star of the Week'. They also lead their own assemblies promoting the school's Learning Power values. There are also regular opportunities for them to seek the views of others about aspects of school improvement. They regularly contribute the ideas they have collected to bring about change.

SPECIAL EVENTS

We have regular special weeks and themes days to enrich the children's experiences. These include: -

- Spanish Fiesta organised with Lottery Funding
- World Book Day – where we all dress as our favourite book characters
- Easter hat and decorated egg fun annually for all children + parents/carers
- Fun Sports days for KS1 and KS2 pupils
- Theme days and weeks, sometimes supported by outside visitors such as artists often run by the children
- Talent show
- Music performances and whole school concerts

- Topic theme days such as ‘Victorian prisoners’, Victorian ‘Dragon’s Den’, World War 2 Evacuee day



Celebrating ‘Roald Dahl Day’ dressed as Charlie from ‘Charlie and the Chocolate Factory’

MUSICAL TUITION

We are very fortunate to employ a specialist music teacher and have a rich musical tradition in the school. Music is taught across the school. All year 3 children learn an instrument and perform for their parents at a concert.

Y4, 5, and 6 children can continue if they wish to, with the support of parents making a monetary contribution per term in accordance with the school’s charging policy. (See Charging Policy at office and on the school website). Peripatetic teachers come into school each week to support this. We also make the most of musical trips and have sung at Wembley and the Royal Albert Hall as well as watching the Welsh National Opera at the Mayflower and various concerts including genres of jazz and afro beats at the Turner Simms.



AFTER SCHOOL CLUBS

We run a range of after school clubs and some at lunchtime too (Sports Clubs such as Netball, Circuit Training, Football, Art and Craft and Gantry Theatre Club). All clubs are supervised by teaching staff, coaches and with some help by volunteers (all adults have up to date DBS checks). The clubs on offer change termly and there is an up-to-date list of this term's activities in the office and on our website. Club membership is from Year 1 upwards.

MID-DAY MEALS

School meals are cooked on the premises by City Catering. There is a selection of healthy choices, which includes a vegetarian option. The weekly menu is located inside the school hall and children select their chosen meal each morning. There are photographs available to let the children know what their meal will look like to aid their choice.

Children in the EYFS and Key Stage One are entitled to a free school meal each day and we hope that as many children as possible will take up this valuable opportunity.

Children in Key Stage Two are able to have school meals but will need to pay for them.

Correct dinner money **must** be sent in on the first day of the week (it will not be accepted on any other day). The dinner money should come in an envelope with the child's name and the days on which you wish your child to stay. A Red letterbox is available in the office area where envelopes containing money can be posted. Parents can also make online payments using Tucasi at the following address:
<https://www.scopay.com/stdenyspri-southampton?redirect=true>

Children have water to drink with their cooked meal. No extra drinks are necessary.

Families who are in receipt of Income Support are entitled to a school meal each day. These can be obtained instantly by completing the online application on the 'School Lunch' page of our website.

PACKED LUNCHES

Healthy packed lunches are encouraged by all staff and must be brought in a named, unbreakable container together with a non-fizzy drink, which **must not** be in a glass bottle or can (for safety reasons). You should provide cutlery if necessary. We are a **NUT FREE** school, due to children with severe allergies. We ask that you do not include any nuts or nut products in your child's lunchbox. Sweets are also not allowed.

DRINKS AND SNACKS

The drinking of water during the school day is encouraged. We ask families to provide a named water bottle that can be used by their child during the day and taken home regularly to wash. Water is readily available.

Currently KS1 children receive a daily piece of fruit to eat at playtime. KS2 children can bring in a piece of fruit or a vegetable to eat at playtimes.

SCHOOL CLOTHING

At St Denys Primary we ask all our children to wear school uniform so that they feel a sense of belonging and are dressed for learning.

Our school uniform is red, white and grey/black

- Grey or black trousers/shorts
- Grey or black skirts or pinafore dresses
- White or red polo shirts or white shirts/blouses
- A red sweater or cardigan
- Red and white summer dresses
- Sensible shoes that are black or brown

Sweatshirts, polo shirts, fleeces P.E, bags and book bags with the school logo can be ordered from the school office or from 'Skoolkit' at www.skoolkit.co.uk.



GAMES AND PHYSICAL EDUCATION

During P.E/games it is important for reasons of hygiene and safety that children have a change of clothing. Children are asked to bring their P.E. kit in a named drawstring bag.

For physical education/games

- Black shorts without pockets,
- A plain round necked T-shirt (House Colours - red, yellow, blue or green - without pockets) – the school will provide the P.E. T-Shirts for every child when they start school.
- Jogging bottoms/track suits for outdoor games in colder weather

- Plimsolls or trainers for outdoor games

Parents will be informed of class P.E. days annually in September in order to ensure children have their kit.

House T-shirts/shorts/P.E. bags can be purchased from 'Skoolkit'.



A BIG PLEA

Please ensure that all games and PE kit, jumpers, sweatshirts, coats and shoes are ***marked with your child's name***, as many items are identical. Please check the names regularly as they fade quickly.

JEWELLERY / WATCHES / VALUABLES

The Governors have requested that jewellery **should not be worn** to school, and jewellery (including earrings/sleepers) should never be worn during PE lessons for safety reasons.

Children are discouraged from bringing in toys/stickers and items of value. If they do bring anything into school, including watches, then the children are responsible for these items and the school cannot be held accountable.

LOST PROPERTY

It is amazing how many items of clothing go missing or are never claimed. Please check the Lost Property box located at the office. Can you please check the box regularly?

SAFE AND RESPONSIBLE USE OF THE INTERNET

The development of computing skills is fundamental to your child's education. We aim to ensure that all pupils are given opportunities to develop their computing skills

through the use of the technological resources in school, including the Internet. We feel that your child will benefit from the use of the Internet, within a carefully structured and monitored programme of study. In addition, our Internet Service Provider, Southampton City Council, provides a filtering service which prevents known undesirable material from being accessed via school computers.

Pupils will be supervised at all times whilst using the Internet and will be taught about safe internet use, potential dangers and strategies to keep themselves safe.

MEDICAL AND SCHOOL DENTAL CARE

Our school nurse team gives children a health check when they first come to school. Any problems will be drawn to the attention of the relevant health professional.

You will always be notified in advance of any medical testing involving your child. The school nursing team, visit the school regularly and carry out checks on vision, weight and hearing. They will let you know if she has any concerns. If you wish your child to be seen by the school nursing team for any reason, please speak to the teacher or Mr Davies our SENDCo.

INFECTIOUS ILLNESSES

Covid

Advice from the Government Education Hub – ‘For children and young people aged 18 and under who test positive for COVID-19, the advice is to try to stay at home and avoid contact with other people for three days. This is because children and young people tend to be infectious to other people for less time than adults.’

Sickness or Diarrhoea

Please co-operate by keeping children who have had sickness or diarrhoea away from school for **AT LEAST A DAY** in order to make sure they are better.

When your child is absent because of an infectious illness please consult the following list, consult the ‘Healthier Together’ leaflet on our website or contact the school office:

Illness	Minimum period for staying away
Chicken Pox	6 days from onset of rash
German Measles (Rubella)	4 days from onset of rash
Measles	7 days from onset of rash
Mumps	Until the last swelling has subsided
Dysentery –food poisoning	Until free of all symptoms

Diphtheria, Jaundice, Typhoid, Tuberculosis, Meningitis, Whooping cough, Scarlet fever	Until declared fit to return to school by the doctor
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HEAD LICE

During your child's time at school, he or she is likely to get head lice. There is nothing to be embarrassed about or to fear. If we notice them at school your child will bring home a note; please treat your child and the rest of the family. The regular checking of your child's hair for lice and the treatment is the responsibility of parents and not the school. If you would like further information, please ask the school nurse or ask at the office for a leaflet.

MEDICINES IN SCHOOL

If your child requires an inhaler for asthma then please ensure you complete a medical form obtainable at the office and a spare, named inhaler is left there. Children with long term medical needs have a 'Medical Health Care Plan' completed with parents to ensure the appropriate support is given to children. If your child needs to take prescribed medicine during the school day you must inform the office and complete an authorisation form. Cough sweets are not allowed in school.

TRANSFER TO SECONDARY EDUCATION

During the autumn term, the Year 6 children will have the opportunity to visit Secondary school open evenings with their parents enabling them to make an informed choice. A booklet and information regarding selection of secondary school will be sent to you via this school.

Our catchment Secondary School is:
Bitterne Park Secondary School
Dimond Road,
Bitterne Park. (Headteacher: Mr Stewart Roderick – Tel 023 8032 5200)

During July the children will visit the school where they have obtained a place. In order to make the transition as smooth as possible, meetings between the Y6 class teacher, SENCo and secondary school representatives are arranged in the summer term before transfer.

MEET THE TEACHER

We have an 'open door' policy when teachers will speak to you about any concerns you have regarding your child. It sometimes may be necessary to arrange a mutually convenient time. We all want the best outcome for your child so it is so important to work together. This can either be a face-to-face meeting or a phone call.

There are also three more 'formal' occasions, one per term when you have an arranged time to celebrate your child's progress and look at work. You will receive a letter inviting you to these.

Parent Partnership

We recognise that working with parents and families is the most important part of supporting children's learning. All parents and carers will be invited to join Class Dojo, our secure Communication and Learning platform. Teachers post regularly with updates about the curriculum and things happening in class and keep parents and carers informed. There is also the opportunity for children to post their home learning.

We also hold regular events where parents are invited in such as workshops, curriculum sharing opportunities or simply to see the school in action. We welcome parent volunteers, particularly to come in and support reading.

We also hold regular community events which we encourage parents to support us in running. Recent events have included, discos for the children, Easter/Spring parade, Spanish Fiesta Parade, Cake sales and music/acting performances.

SCHOOL GOVERNORS

The Governors are appointed or elected for a 4-year term. The whole Governing Body meets seven times a year where the Head presents a written report at each of these meetings. In addition to this we have a Pay Committee, Headteachers Performance Management Committee and a Finance/Buildings Working Group.

Whilst the Governing body has, in conjunction with the Headteacher responsibility for the finances and also for determining school policies, the Headteacher has responsibility for the day-to-day management of the school.

Parents should feel free to approach any Governor with comments and suggestions that they can be assured will receive full attention.

The **Chair of Governors**, Mrs Jo Gaul can be contacted through the school office.

Governors: Tajjali Hayat, Kristian Strutt, Eleanor Assinder, Francesca Russell-King,

Bob Davies, Sergio Mota, Sera Rumble, Melody Fernandes

Staff Governors: Billy Davies, Alex Tarling

Clerk: Jane Parker

CHARGING POLICY

Education under the Education Reform Act 1988 Sections 106 to 111 is free to all children in State Schools; therefore, education at St. Denys Primary is free of any charge.

However, Section 118 of the Act allows schools to seek voluntary contributions to support the school. The Governors' policy is that parents will be asked to make a voluntary contribution for activities such as out of school visits. If parents are reluctant to support the activity, it may not take place. However, it is emphasised that parents have no obligation to contribute, and no pupil will be omitted from the activity because his/her parents are unwilling or unable to contribute. Any parent suffering hardship is invited to talk to the Headteacher, and arrangements may be made to assist.

Freedom of Information Act

The Freedom of Information Act and GDPR requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask the school office to let you see the scheme or provide you with a copy free of charge.

Policies

If parents wish to view any of our policies, they are available to read in the school office and some are located on the 'Information' section of the school website.

Compliments, Concerns and Complaints

Everyone likes compliments and we are no different. Please let us know when you like what we are doing or think something has gone well. We conduct regular parent surveys to seek feedback.

There will be times when you have concerns. Please talk to us and let us know. Your child's class teacher will probably be able to help you with most concerns and if they can't will know where to direct you. Your concerns will be investigated and we will give you a response.

If the problem is still not solved, please ask to see the Deputy Headteacher or Headteacher.

If you still feel the matter is unresolved you should write to the Chair of Governors, Jo Gaul, care of the school.

A complaint is an expression of serious dissatisfaction. All complaints should be made in writing. The response you receive will be based upon the agreed policies of the school and will seek to be fair to all concerned.

If you still feel dissatisfied, please consult the Complaints Section of the DFE website at:

<https://www.gov.uk/complain-about-school/state-schools>

The information contained in this prospectus is intended for the parents of children who will be entering school September 2023 and for prospective parents of children entering school September 2024.

It was correct at the time of printing but Government legislation, City Council Policy and particular circumstances of the school might create the need for some organisational changes and adjustment of policy.

SAFE SURFING ONLINE

Think then Click



We ask permission before using the internet.

We only use websites our teacher has chosen



We tell an adult if we see anything we are uncomfortable with.

We immediately close any webpage we are uncomfortable with.



We only email people an adult has approved.

We send e-mails that are polite and friendly.



We never give out personal information or passwords.



We never arrange to meet anyone we don't know.



We do not open e-mails sent by anyone we don't know.

We do not use Internet chat rooms.



We surf safely!

School Term Dates 2024 -25

Term	Starting	Ending
Autumn one	02-Sep	25-Oct
Autumn two	04-Nov	20-Dec
Spring one	06-Jan	14-Feb
Spring two	24-Feb	04-Apr
Summer one	22-Apr	23-May
Summer two	02-Jun	22-Jul

INSET Days 2024 – 2025

Monday 2nd September 2024

Monday 4th November 2024

Monday 24th February 2025

Monday 21st July 2025

Tuesday 22nd July 2025

Summary of School Assessment Data 2023

This report sets out a summary of our statutory assessment outcomes from 2023. Whilst expectations for national assessments remain the same as before the Covid pandemic, the attainment both at a national level and at a school level dropped from 2019 due to the legacy impact of Covid.

As we are a one form entry school with 30 children in each year, every child accounts for approximately 3.3%.

Phonics Screening Check:

Pupils in Year One undertake a Phonics Screening Check at the end of the year. In Year 2 the Phonics Screening Check is undertaken at the end of the year for any pupils who did not achieve the expected level in Year 1 or who have not previously taken the test, this is a very small minority. Here are the results the pupils at St Denys achieved.

The figures in brackets are the National results.

Year	Number of children assessed	Children achieving expected level in Year 1	Children achieving expected level by the end of Year 2
2022	30	83% (76%)	57% (44%)
2023	30 29	77% (79%) 79%	50% (59%)

Historically the school has performed at or above the national average each year since the Phonics Screening was introduced in 2012. Figures in brackets are the national. One child was discounted from this year 1 in this year's screening and the figures in italics show the revised figures.

Key Stage One:

Pupils in Year 2 undergo statutory assessments in speaking and listening, reading, writing, mathematics and science. In 2015/16 a new assessment system was introduced with higher expectations. The results are based on teacher assessment. Pupils do take national tests and for this year they were in reading and mathematics. The test results are combined with evidence from the work they do in school is used to inform the overall teacher assessment. The table below identifies the number of children working at the expected levels and those working above known as 'greater depth'. Further information about the tests can be found at:

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

Figures in brackets are the National comparison figures.

		Reading	Writing	Maths
2022	Expected Standard	57% (67%)	55% (58%)	66% (68%)
	Greater Depth	17% (18%)	7% (8%)	17% (15%)
2023	Expected Standard	67% (68%)	43% (60%)	60% (70%)
	Greater Depth	7% (19%)	3% (8%)	7% (16%)

Key Stage Two:

At the end of Key Stage 2 when pupils are in Year 6 they take externally set and externally marked tests in reading, mathematics and spelling, grammar and punctuation. They are also assessed in writing using teacher assessment. As with KS1, a new assessment system was introduced in 2015/16 with tests that were more challenging than previously.

Further information on the tests can be found on the DFE website

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

The table below show the number of pupils achieving the expected standard and the number of children achieving above the expected standard in the tests (this was having achieved a scaled score of 110 or more) known as the 'higher standard'. Achieving above the expected standard in writing is known as 'greater depth'. Pupil's test results are given a scaled score of which 100 is the expected standard. **The scaled score for each subject is detailed below with the national figures in brackets.**

The overall progress is also calculated comparing the school's overall performance with the performance of other schools with pupils of similar prior attainment. Progress scores are compared to the national.

Assessment Outcomes:

2023	READING	WRITING	MATHS	RWM
Expected Standard	77% (73%)	77% (72%)	77% (73%)	67% (60%)
Greater Depth	40% (29%)	13% (13%)	27% (24%)	
Average Points Score	107 (105)		105 (104)	
Progress	+ 0.8 (in line with national)	+ 0.4 (in line with national)	-0.4 (in line with national)	

Detailed national comparison information can be found on the DFE Performance Table website at:

<https://www.compare-school-performance.service.gov.uk/school/116102>

The information contained on the Performance Table website is from 2019 as due to the pandemic, no comparative data has been published since then. The 2023 data will be published in December.