



MONK FRYSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Part of the STAR Multi-Academy Trust
and the
Monk Fryston & Saxton Federation of Church of England Primary Schools



PROSPECTUS



MONK FRYSTON CHURCH OF ENGLAND PRIMARY SCHOOL

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Welcome to Monk Fryston Church of England Primary School

Thank you for considering our school for your child. We take great pride in being able to provide excellent standards of education and care for our children, and work hard to achieve the best possible outcomes for everyone in our community. We are keen to develop effective partnerships with our parents and families so that together we can meet our high expectations of behaviour, development and achievement.

Since September 2019 our school has been federated with Saxton CE Primary School, which is also in the STAR Multi Academy Trust. We believe that sharing resources, skills and expertise across both schools will enable our children to experience the very highest standard of Church of England primary education, and this has been evidenced in our Ofsted inspection report which I would encourage you to read.

I hope that the following pages will provide you with all the information you need to help you make the important choice about your child's school.

We would be very pleased to show you our school 'in action', with or without your child. Whilst we acknowledge that visits during the school day can sometimes be difficult to arrange, we would encourage you to see how our lessons operate and meet our children.

Please telephone the office to make an appointment.

Rick Weights, *Executive Headteacher*



Vision statement

Our Christian vision: **Good people, doing well** (Titus 3:14)

Everyone who spends time learning and growing at Monk Fryston School flourishes. They become a good person and a successful individual who understands the importance that **friendship**, **justice** and **compassion** play in living a productive life. We have **endurance** to persevere in the face of challenges, and together we create a loving and caring **community** who are able to Look up and Aim high.

Our motto is: "LOOK UP! AIM HIGH!"

Our Aim: We aim for everybody to show respect and care for others, and experience high levels of success and happiness.

Our ethos statement: This is our school, where a child's learning story begins. We all take ownership and share a collective responsibility to love and care for everyone here. We will be better and stronger, because we are working together in our quest to do and be our best.

Our Values:

- We value success and achievement, in the basic skills and the wider curriculum, so that everyone here is ready for lifelong learning.
- There are good relationships in our school; everyone is loved, confident, valued and appreciated.
- We believe that empathy, good manners, respect, care for others and moral values are crucial for success.
- We value resilience, and ensure everyone is supported to become independent and wise.
- We believe that everyone has the right to be included, safe and happy in our school.
- We value enjoyment, so we make learning fun.

About Us

Monk Fryston is a Church of England Primary Academy catering for children from four to eleven years. It serves the two villages of Monk Fryston and Hillam and, when possible, also takes children from surrounding areas.

We currently have 198 children on roll.

The Archbishop of York opened the new school building in October 1999. It houses seven classrooms and a library as well as a kitchen, office and Headteacher's office. The large hall is used for assemblies, PE, singing and as a dining area. In May 2018 the school converted to become an academy as part of the STAR Multi-Academy Trust.

We have two playgrounds, one for quiet play and the other for more active play. When weather permits the playing field is used at break times as well as for games and other outdoor activities. We also have a quiet garden that is available for older children to use during lunchtimes.

There is an excellent selection of playground equipment to enhance your child's play during breaks.

Our school is currently divided into seven single age classes, as we believe that this optimises your child's learning opportunities.

The school is led by an Executive Headteacher who is based with us for half of the week (the other half is spent at Saxton School); and two Assistant Headteachers (who are both based at Monk Fryston but retain responsibility for both schools).

Monk Fryston CE Primary School is a happy place to be. The children enjoy learning in a safe, friendly and supportive environment. We strongly promote the "Fish! Philosophy" values of:

Choosing a good attitude; Being present; Making someone's day; and Having fun. We put a lot of emphasis on having fun as well as working hard and helping every child to achieve his/her best in all aspects of school life.

School and Church

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values. We have strong links with the Church in Monk Fryston and the children visit the church regularly to take part in Church services.

We were recognised as an 'outstanding' church school at our most recent SIAMS (church) inspection in 2018.



Collective Worship

Children meet daily for collective worship. This is an important part of each day and takes place either in the school or in church. This worship takes account of a child's age and experience, and is complementary to work in the classroom. It is Christian in content and we use the same richness of resources for assemblies as those used in religious education lessons in class. We offer children some time for thinking, sharing, listening, stillness and silence.

We have special services in school and church where we celebrate festivals and other key occasions in the church calendar. In this way the children gain an understanding and day to day experience of living in a Christian Community.

It is expected that all children, regardless of their religious affiliation or non-affiliation, will take part in religious education and collective worship in our school. However, the right of parents who wish to withdraw their child from this part of the curriculum will be respected. Requests for exemption are unusual as the children do 'miss out' on some of the core experiences of our school.

Our School Prayer:

This is our school.

A place where we learn and always do our best.

Help us to remember to love and care for everyone here,

To help, to comfort, to be a friend.

Amen

Admissions

Children starting school for the first time are admitted to the school in the September prior to their fifth birthday. You may collect a pre-admission form from school at any time and whatever the age of your child.

School admissions are handled entirely by North Yorkshire County Council and an application for a school place should be submitted online at:

<http://www.northyorks.gov.uk/article/23539/School-admissions>

Alternatively, contact the Admissions Office: telephone 01609 533679.



We also ask prospective parents to complete and return a contact form to the school office as soon as possible after receipt, so that we have pupil information on file when school places are confirmed.

If you are moving into the area your child can start school at any time during the year provided that there is space in the class. Please contact the school for advice.

Parents are invited to an informal evening meeting at the start of each year to meet the staff and receive information about school procedures, collect new starter packs. It is a chance for parents to ask questions if they have any concerns about their child starting school.

Starting School

Parents and carers of children starting in the following academic year are invited to attend a meeting during the summer term. This will be an opportunity to meet the staff who will be working with your child when they start school. This is an ideal opportunity to view your child's class, build relationships with staff, ask questions and receive the preliminary information for the induction process. Prior to this meeting the foundation stage teachers and teaching assistants may visit children in their playgroup/nursery setting in order to meet them on familiar ground and begin to form relationships for future learning.

From the middle of June children will be invited to school for sessions to participate in story and playtime. This familiarises the children with the idea of coming into the school building and getting to know the staff who will work with them. This will include staying for lunch with their parent on one or more occasions. This is a lovely way for us all to get to know one another better.

In September, Foundation Stage children will start school in a staggered manner, i.e. not all new starters will start school on the same day. This is to enable each child to get to know their class teacher and other adults in the setting on a more one to one basis and also allows for an easier transition both for children and parents. Throughout the whole of the induction process we are keen to work with parents to ensure your child settles in well. Please come for a chat if you have any worries or fears. We aim to meet the needs of every individual child through a flexible and calm approach.

Behaviour

We actively encourage children to take responsibility for themselves and others and understand their part in our school community.

The school operates a Restorative Practice approach to behaviour management. This means that we focus primarily on developing empathy so that children recognise and understand the impact that their choice of actions has had upon others. We regularly use praise and rewards to promote high self-esteem in our children. In each class, teachers celebrate the achievements of children for good attitudes, behaviour and work.

We have a Celebration (Golden Book) Assembly every Friday. Teachers nominate children who deserve particular recognition for effort, attitude or work each week and they receive acknowledgement, and usually a certificate.

We just have three simple rules that operate throughout school. Our School Rules are to always be:

Kind

Fair

Safe

All staff, including Midday Supervisors and Teaching Assistants, are involved in promoting the good behaviour of children at all times.

Should children make poor behavioural choices we deal with these fairly and consistently, and may impose sanctions. We give warnings to children who behave inappropriately. If children continue to make poor choices, we inform parents quickly so that action can be taken. By parents and teachers working together most issues can be resolved quickly in partnership together.

We also have an Anti-Bullying Policy and we take a strong stance against bullying. Instances of bullying are very rare. It is very important that children and parents let us know immediately if they think that bullying may be happening and we will act swiftly.

Pastoral Care

The Executive Headteacher, senior leaders, class teachers and non-teaching staff try to establish a caring relationship with each child in an atmosphere that is both friendly and supportive.

You are always welcome in school to visit or discuss any matters that give rise for concern. Every parent is welcome to discuss any aspect of his or her child's progress with either the class teacher or headteacher. Such conversations take place in strict confidence at a mutually convenient time.



In the case of accident or illness parents are contacted immediately if, in our judgement, it is appropriate and necessary. We require up-to-date contact details for this purpose. On the admission form we also ask for the name and telephone number of the family GP. Please inform us if your child has a particular condition or need for medication e.g.inhalers.

Members of the Healthy Child Team are regular visitors to school. Besides routine weight, hearing and vision checks they will also talk to groups of children on a variety of health-related topics.

Early Years

“Pupils thrive at Monk Fryston Church of England Primary School. Children make a strong start in the Reception Year. Staff in the early years seize opportunities to develop children’s curiosity and empathy. Pupils build successfully on this firm foundation.” (Ofsted, 2022)

In the Reception Class the children follow the statutory Early Years Foundation Stage framework, which is organised into Prime and Specific areas of learning.

The three Prime areas are:

communication and language development;

physical development; and

personal, social and emotional development.

The Specific areas are:

literacy;

mathematics;

understanding the world; and

expressive arts and design



The Foundation Stage offers early learning goals within all these areas and establishes expectations for most children to reach by the end of the Foundation Stage Year.

By the beginning of Year One some children will have exceeded the goals and other children, particularly the younger ones, will be working towards some or all of the goals.

During the school day children are expected to participate in a variety of activities to develop the areas of learning. Initially, these are taught through practical, first hand experiences which children find stimulating and enjoyable.

Many children describe their school day to parents as 'play' and for them the depth of learning is not apparent. All the activities in school are structured to teach particular skills and the Foundation Class teacher will be more than willing to explain this to you.

Reading – Foundation Stage

Reading and talking go together and it is important that you talk with your child. Talk about what you are doing when watching T.V., shopping or wherever you go. Listen to your child. Encourage him/her to ask questions and give an answer.

While reading to your child, discussing the story and illustrations together is good fun and establishes some early reading skills. We have a booklet in school, 'Reading at Home', which offers some helpful hints and ideas.

Numbers – Foundation Stage

Practical experience will help your child better than doing sums. When out of the house, draw your child's attention to the numbers around, such as those on doors and in shops.

Playing with water and sand and using vocabulary like 'full', 'empty', 'deep', 'shallow', 'sink' and 'float' helps to develop an understanding of volume and capacity.

Sorting and tidying, including putting things back where they belong, is another useful activity. Use words like 'big', 'little', 'over', 'under', 'up', 'down', 'tall', 'taller', 'thick', 'thin'. Try to develop an understanding of these concepts.

Writing – Foundation Stage

Encourage your children to draw, trace and colour pictures, as they will develop the control needed to write. Most children will enjoy using letters before they start school. At this stage the sound the letter makes is more important than its name. We do not start with capital letters and we introduce a joined script from a very early stage. Please ask at school for a Handwriting Script so that school and home can work together to support children's' early writing experiences. Please ask for any help or advice on helping your child at home.

How can you help your child before entry to school?

We expect children to be able to:

Take themselves to the toilet.

Be toilet trained and to have been taught to wash their hands afterwards.

Dress and undress themselves.

Fasten and unfasten buttons, shoes etc.

Use a knife and fork.



The School Curriculum

The Curriculum is what we do in school. We believe that your child is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum. The National Curriculum

is the minimum entitlement in all schools. Here at Monk Fryston we build on this basic structure and enhance it to make learning fun.

We believe very strongly that children learn best when they are happy and when they are fully involved in the learning process. This means that we plan our curriculum carefully to provide lessons which are stimulating and enjoyable.

Our curriculum aims are to construct learning sequences that enable pupils to:

Communicate clearly and confidently in speech and to listen attentively and with understanding.

Read fluently and accurately, with understanding, feeling and discrimination and develop a legible cursive style of handwriting with appropriate standards of spelling, syntax, punctuation and usage.

Develop research skills and ways of recording information. Understand the applications of mathematical concepts in various situations and apply computational skills in everyday situations with speed and accuracy.

Observe carefully, accurately and with sensitivity. Develop scientific experimental procedures, basic scientific concepts and apply the basic principles of health, hygiene and safety to their own situation and environment.

Develop agility and physical co-ordination and the ability to express feelings through movement. Acquire sufficient control of self or tools, equipment and instruments to be able to use music, drama and other forms of creativity as a means of expression.

Develop information technology skills including an appreciation of their application and develop the technological processes involved in planning, designing, making and evaluating.

Develop attitudes and sensitivity towards values and beliefs of others, including those relating to religion and culture.

Acquire a sense of time through historical understanding and develop geographical understanding of the local and wider environments.

Even though we are an academy, we follow the programmes of study in the National Curriculum. We also use the STAR MAT curriculum to ensure that pitch and expectations are aligned with other schools, and children receive their full entitlement to a broad body of knowledge. We place particular importance upon the development of basic skills and knowledge in English, maths and science. As a church school, we also emphasise the importance of R.E.

Our curriculum follows a 2-year rolling programme. This means that teachers organise their planning in blocks of two years so that pupils are taught essential skills and knowledge throughout the two years regardless of the year group they are in. This helps us to ensure that all children receive their full curriculum entitlement.

We use a variety of teaching methods. These include whole class, group and individual teaching. We make realistic links between subjects to provide meaningful learning experiences for all children.

We are forward thinking and we always have areas of school life that we wish to develop. We strive to achieve consistently outstanding teaching in every class and constantly review the ways we work and develop new approaches.

Teachers plan carefully to meet the learning needs of all the children in their classes, differentiating work for children with special educational needs and the more able children.

You will be invited to discuss your child's progress with teachers twice a year in the Autumn and Spring Terms. Progress is also summarised in your child's annual report at the end of the Summer term.

English

English is a core subject and we give it very high priority in our school. We aim to develop in children a love of books and the written language and an ability to appreciate and use reading and writing skills in all areas of life.

English is taught every day as a subject and within other subjects.

Children are taught to listen carefully to stories, instructions and messages. They also convey their ideas in written and verbal form. They develop confidence in speaking by discussing their experiences with their teacher and classmates or by taking part in drama, presentations and talks.



Reading is a fundamentally important life skill, and is developed discreetly and as part of wider curriculum work in every class. We have a planned programme for teaching reading that forms part of our core timetable, and a team of parents read with children in school every day. We also request that children read frequently at home to refine their skills and develop a love of books.

Handwriting is taught as a specific skill and we use a cursive script.

Spelling, grammar and punctuation are considered as important aspects of learning to communicate clearly and accurately. The acquisition of such skills is often rooted in the writing children do to convey their own ideas, emotions and experience.

Mathematics

Maths is taught as a daily lesson in every class in which children are taught according to their age and ability. This enables children to understand mathematical ideas developing mental maths skills and problem solving strategies in a highly motivating and stimulating way so that they can master concepts and apply them in different contexts.

Maths is probably taught very differently from the way that you were taught! The way that we teach calculations and number is published in the calculations policy which can be found on our website. If you have any questions, please ask.

Science

We use a range of approaches to teaching science and your child will be involved in experimental and investigative activities. The children work through science 'topics' which provide full coverage of the National Curriculum.

R.E.

Monk Fryston School is principally involved with the development of the whole child and Religious Education makes a distinct contribution to this development. We follow the agreed North Yorkshire local syllabus for RE. Although education is concerned with spiritual, moral, cultural, mental, and physical development, Religious Education equips your child with the ability to make sense of the world around him and how to relate to it. It also helps him/her to explore his/her personal experiences, feelings and beliefs, and the questions that arise through these.

Religious education in school is carried out in a number of ways by, for example, visiting places of worship, examining religious artefacts, paintings and books; expression through dance, poetry and music. We look at key Christian figures but also address other faiths through stories, prayer and other religious celebrations eg Eid. We experience stillness and periods of quietness and reflection. We aim to develop appropriate behaviour and responses when dealing with whatever is special, important, precious or sacred to others. We have extremely strong links with our own church community and use church as extra teaching and learning space.

Physical Education (P.E.)

We have a positive interest in promoting sport. As part of the national curriculum, through our games and athletics programmes of study, we address wider application of healthy competition and the development and fostering on community spirit. All children in our school receive a minimum of 2 hours PE teaching every week. We follow the National Curriculum and introduce children to a range of skills that they can they apply in sporting and often competitive contexts.

We want our children to experience a range of sporting activities, and make the use of both indoor and outdoor space in our teaching. We make every effort to ensure all children experience competition against teams from other schools, and we enter a large number of tournaments and festivals. We pride ourselves on our approach to sport and the fostering of proper attitudes of comradeship and fair play.

Swimming

Access to swimming provision is quite limited, and the distance involved in travelling to a pool impacts upon other areas of the curriculum. We try to teach swimming to pupils during Key Stage 2 so that by the end of Year 6 they achieve the minimum standards of the National Curriculum.



We employ specialist teachers to do this, and may ask parents to make a weekly voluntary contribution towards the cost of transport and the use of the swimming pool. If sufficient numbers of pupils already meet the standard, we do not teach swimming to whole classes as part of our PE provision.

Computing

We teach computing both as an independent subject and within other subject areas. We teach your child to use and understand computers, videos, cameras and iPads from the Foundation Stage Class onwards.

Computing is concerned with programming and handling of information. Children will be involved in creating, organising, processing, presenting and communicating information and controlling the operation of machines and other devices.

All classes have access to portable technology so that computing can be integrated into everyday classroom practice.

Modern Foreign Languages

Language teaching is incorporated into our timetable throughout Key Stage 2, as children receive specific lessons in French every week. Your child will learn vocabulary and conversational skills so that they confidently understand key features of the language and culture.

History, Geography, Art, Design Technology, and Music

These are the other subject areas of the National Curriculum. We plan and deliver lessons in each of these throughout the school so that children progressively develop the knowledge and skills required to meet the agreed national standard. Often, subjects will be taught through cross-curricular themes, or in discreet specialist lessons if appropriate.



Moral education

Moral education does not feature as a subject on our timetable. It is part of the 'hidden curriculum' and is strongly influenced by the ethos of the school. Opportunities are provided to introduce and develop ideas of morality intentionally as well as those which arise incidentally

from the programme of work. It is based on people's sense of what is right and just, not on legal rights and obligations.

Our aim is to help children to become socially well-adjusted and to establish a code of behaviour which is founded on commonly accepted standards of society, including ideas such as:

Fairness Justice Respect Tolerance

Helpfulness Sympathy Loyalty Understanding

Forgiveness Consideration Diversity Honesty

Courage Kindness Integrity Inclusion

We intend that pupils are given sufficient information and opportunities to use their initiative and to make informed choices, to exercise leadership and responsibility, to consider the consequences of their own actions and to develop positive moral qualities.

Special Educational Needs

“The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. Whereas for some the road they have to travel towards the goals is smooth and easy, for others it is fraught with obstacles” (Warnock Report).

At Monk Fryston we believe that all children, including those with special educational needs, should have equal opportunities to develop intellectually, spiritually, socially, physically and culturally.

We have a policy of inclusion which means that we aim to meet the needs of all children in the school by providing the physical means to access the curriculum e.g. wheelchair access, as well as differentiated learning activities designed to meet the educational needs of the individual. The school follows the SEN Code of Practice 2015.

All children who have additional support with their learning have a support plan (My Support Plan) which details the specific strategies that will be used in order to meet short-term learning targets. These are reviewed in partnership with parents at regular intervals.

All teachers have responsibility for the implementation of support plans and helping children with special educational needs. The school SENDCo and SEN governor regularly monitor and evaluate the effectiveness of this work.

We have excellent links with the external services that support children's learning, and use these regularly for advice, guidance and assessment of need. We hope to identify special needs early in order to provide the best educational opportunities for all children.

Further information about the policy and provision of special educational needs is available on our website.

Sex & Relationships Education

At Monk Fryston School we believe that sex education should be delivered as part of the whole school Health Education programme taking into consideration the National Curriculum and Education Act requirements. Our policy on Sex and Relationships Education (SRE) that has been drawn up in consultation with staff, Governors, LA advisers, the Community Health Service and parents. This policy is available on our website for parents to read.

We recognise that children will ask questions from time to time related to sex education. Teachers will respond to such questions in a sensitive way bearing in mind the age and maturity level of the child concerned. It may be necessary, on occasions, for staff to approach parents to discuss appropriate responses to particular questions. Sex & Relationships Education is taught specifically to older children, but also in very general terms through health and science related topics and incidentally in a variety of ways throughout the curriculum. In Years 5 and 6 the teachers talk to the children about puberty and the girls have a talk on menstruation. Parents are informed before these talks take place and are able to discuss the content with the teacher if they so wish.

Health professionals and the schools' Parent Support Advisers work with staff to deliver the full programme for health education

Parents have the right to withdraw their child from Sex Education.

Homework

Homework is seen as an integral part of all children's learning.

Through homework we aim to:

Enable parents and carers to play an active role in the children's learning and to develop an effective partnership between them and the school.

Consolidate and reinforce skills and understanding particularly in literacy and numeracy.

Supplement and extend the learning done in school.

Develop the confidence and self-discipline needed by children to study on their own and to prepare them for secondary school.

Enable children to develop their own research projects and extended pieces of work with support and guidance from teachers during the day.

Give guided practice in reading via library books. Children will take-home reading books from school as well as having their own books at home.



Homework structure

Our pupils work hard in school in all areas of the curriculum and gain a fully-rounded education in this way. The school has a policy regarding homework, and we ask for parents to co-operate by providing support and a suitable environment at home in which their children can work.

RECEPTION

Share a reading book with an adult each night - taking home a book or support material from school twice a week.

Complete a weekly work sheet which may be connected to letter sounds, words or a mathematical activity. This will start later in the first year at school when it is appropriate to meet the needs of the child.

YEARS 1&2

Read/share a book each night: - taking home a book or support material from school.

Complete a set task –either numeracy or literacy based as appropriate to their learning

YEARS 3&4

Read and discuss a book each night from home or school for at least 10 minutes.

Complete a piece of literacy or numeracy work.

Children may be asked to complete a piece of work related to a theme being studied.

YEAR 5/6

Read a book each night for at least 20 minutes.

Children may be asked to complete a piece of work related to a theme being studied.

Complete a piece of literacy or numeracy work.

Statutory Assessment

Statutory Assessments take place at the end of EYFS (Early Learning Goals), in Year 1 (Phonics screening check), and at the end of each Key Stage (SATs at ages 7 and 11). We also informally assess the progress of your child at regular intervals during the year in all classes to ensure that your child's learning needs are fully met.



The formal assessments take place in May each year. We try to ensure that the children are happy and confident during this time and we do not put any pressure on them. We hope that parents will also be very relaxed about any form of testing in our school and discuss any issues or concerns with us.

We are very proud of the high standards achieved by the children and our results in the National Tests have been outstanding. Results do vary slightly from year to year due to the different

cohorts of children, although we remain significantly above the national average and similar schools in all age phases.

The achievement of every child at every level is important to us. That every child makes good progress matters more than the levels they achieve.

Safeguarding

Monk Fryston Church of England Primary School takes safeguarding extremely seriously, and we are committed to ensuring the welfare and safety of all children in school at all times. All STAR MAT schools, including Monk Fryston School, follow the North Yorkshire Safeguarding Children Board procedures. Any concerns should be referred to the Designated Safeguarding Lead (DSL). The school will, in most circumstances, endeavour to discuss all concerns with parents about their children, and may involve outside agencies such as Early Help, Children Social Care or the Police if necessary. The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection and safeguarding policy is available on our website.

Extra-curricular activities

We try to host extra-curricular activities after school for children. These vary in nature and duration during each term, but will normally take place from 3.30pm – 4.30pm. There may be a charge for these activities as they take place outside the school day.

Charging for School Activities

We charge for activities that take place outside the timetabled curriculum. For educational visits taking place within the school day a voluntary contribution may be requested. If insufficient contributions are made the visit may not go ahead. No child will be excluded from the visit because they have not made a contribution. Details of our charging policy can be found on the school website.

Equal opportunities

The School is committed to providing all pupils with educational facilities without any discrimination and has a policy of equality of opportunity which encompasses all pupils and staff, and extends to our dealings with parents and guardians.

It is our aim to promote equal opportunities whereby no-one suffers unfair discrimination, either directly or indirectly, or harassment on grounds such as race, colour, ethnic or national origin, gender, marital status, disability, sexual orientation, religious belief or age.

Every child is encouraged to reach his or her own full potential and develop appropriate self-respect and respect for others regardless of any disability or special needs. The school recognises and respects the need for privacy amongst boys and girls, for whom personal dignity is important.

Monk Fryston School values every individual. The governors and school staff support and promote the right of everyone to learn, work and live in a just community and to be treated with respect.

We are a church school with an obvious Christian ethos of caring and nurturing each individual for which we are very proud.

Behaviour which could offend or upset anyone is not welcome.

School Uniform

We have a school uniform which we encourage all children to adhere to. School uniform helps children to feel a part of our community of which they can be proud.

We want you to have the freedom to shop around and find the best value, so we do not specify manufacturer or supplier. We keep a small number of items in stock and we make arrangements twice a year to purchase school sweatshirts, polo shirts and fleeces in red or grey printed with the school name. Details will be sent in advance, including to parents of those children starting school in September.

It is important that all belongings clearly named.

The uniform is:

Grey trousers or skirt

Grey or red sweatshirt or cardigan

Grey, red or white polo shirt

Black or brown shoes (trainers are not acceptable).

Physical Education (PE) kit

Suitable footwear is required for outdoor games.

The children have bare feet for indoor PE.

Children must wear the correct PE kit - a plain red t-shirt (no logos or pictures other than the school logo) and black shorts. They may wear a red sweatshirt or hoodie.

Jewellery, including earrings, and nail varnish are not allowed in school. However, children may wear a small wristwatch if they wish.

A small named bag is required for children to keep extra belongings in, PE kit etc.



Lost property

We cannot emphasise enough the need to label all belongings clearly with the child's name so that, if found, the lost item can be returned to its owner. Any un-named property goes into the

lost property in the entrance where it can be claimed by children or parents. Any unclaimed items of clothing or equipment are disposed of after a reasonable length of time.

School meals

At lunchtime, children are able to order a school meal (either the hot meal of the day, a filled jacket potato, or a sandwich and vegetables) or bring a packed lunch. All children eat in the school hall from mid-day onwards in two sittings, usually FS & KS1 children on first sitting from 11:45am -12.45pm and older pupils from 12.15pm-1.15pm. The school dinner is cooked on the premises by the STAR Eats team and meets the School Food Standards. We cater for vegetarians and if your child is a vegetarian, please notify the school office. School meals are free for EYFS/KS1 children, and can be purchased for children in KS2. School lunches should be paid using Parent Pay (information from the school office).

Midday Supervisors supervise the children during lunch break, both in the hall and at play.

Families on low income may be eligible for free school meals and the Pupil Premium, which is additional funding to support children in their learning. Full details are available through the School Office.

Staff Team

Senior Leadership

Mr Rick Weights – Executive Headteacher (DSL)

Mr Ben Clayton – Deputy Headteacher (DDSL)

Mrs Dale Starr – Assistant Headteacher (Inclusion) & SENDCo (DDSL)

Teachers

Foundation Stage: Mrs Jessica Elcock

Year One: Mrs Vicky Walsh

Year Two: Mrs Dale Starr/ Miss Jo Thwaite

Year Three: Mrs Anna Greenwood & Mrs Kym Oates

Year Four: Miss Hannah Lillywhite

Year Five: Mrs Georgia Errington

Year Six: Mr James Turner

SENDCO: Mrs Dale Starr

HLTAs (covering the PPA time of teachers): Mrs Lone Buckley, Mrs Linda Chorlton, Mrs Emma Gibson

We also employ a number of teaching assistants who support children in all the classes, particularly those with Special Educational Needs:

Mrs Carol Cole, Mrs Chrissy Woodfine, Mrs Emma Gibson, Mrs Fiona Culkin, Miss Olivia Chambers, Mrs Ione Buckley, Mrs Sam Collier, Mrs Sarah Howard, Mrs Hannah Asquith

Administrators

Office Manager: Mrs Katie McLachlan

Admin Assistant: Miss Elizabeth Fryers

Midday Supervisors: Mrs Cole, Miss Chambers, Mrs Gourdie

Kitchen staff (STAR Eats): Mrs Watt (Cook), Mrs Freer

Governors

Monk Fyston & Saxton CE Primary Schools Governing Body consists of:	
Chair: Mr N Gemlo	Vice Chair: Mr R Milner
Executive Headteacher: Mr R Weights	Miss H Lillywhite
Mr T Willan	Mr P Roberts
Dr M Dyer	Mr N Burdon
Mrs S Fawcett	Mrs L Turner

Times of the school day

The doors open at 8.50am, when children will be able to undertake learning activities before school starts at 9.00 am.

Children should not arrive before 8.50 am. Teachers use the time before school to prepare for lessons and do not supervise children in the classrooms.

School closes at 3.30 pm.

Children have a supervised break of 15 minutes in the morning and afternoon. Children may not leave the school premises during the day without the written consent of parents.

It is very important that children are punctual and attend regularly. Please inform us of absences by email, telephone or leave an answer-phone message by 9.00am. Parents of children not present at the close of registers will be contacted immediately to ensure their child is safe.

School attendance

Regular and punctual attendance is vital for children to gain the most from their time in school. It is the responsibility of parents to ensure that their children attend school regularly, and that they arrive on time.

Children should attend school for the full academic year and absences will only be granted in exceptional circumstances following strict criteria. Under current Dept of Education legislation, headteachers are not allowed to authorise any holiday taken during term time.

There will, of course, be occasions when children are unavoidably absent from school, as in the case of illness. The school should be notified as soon as possible by telephone or leave an answer-phone message by 9.00am on the first day of absence.

We understand that children will sometimes need to attend medical appointments during the school day. If advance notice of appointment is given, a child may be collected by an adult during the day. Please inform the school office upon your arrival at school.

Medicines

If your child is well enough to attend school but requires prescribed medicines, we would prefer that a member of the family comes into school to give medicine.

In certain circumstances we will administer prescribed medicines providing we receive a signed letter detailing dosage and frequency and a labelled container. Without these, medicine will not be administered. Medicines must always be handed in and collected from the school office each day. We are only able to administer over-the-counter medication when it is essential to do so and where not to do so would be detrimental to a child's health.

Communication

We are a paperless and cashless school. We endeavour to communicate with all members of our community through the use of our website, email and text messages. This supports our environmental and financial aims, and helps to ensure that we can maintain regular and effective communication. We try to send key information to parents every Friday. We also use social media, Instagram: [@MonkFrystonSch](#), Facebook: Monk Fryston C E Primary School.

We subscribe to Parent Pay to handle all financial transactions including dinner monies and trip contributions. The school office ensures all parents are set up on this system. The office makes alternative arrangements for families who do not have internet access.

Peripatetic Music Teachers

North Yorkshire has a number of specialist music teachers who teach individuals or small groups of children on a weekly basis. Tuition in a variety of instruments is available including keyboard, guitar, violin, flute, and trumpet. North Yorkshire charges parents for this service.

Rock Steady provide rock band lessons every week. Children can choose to join a band and learn instruments including electric guitars, keyboard and drums. This is accredited up to Grade 2. Again, there is a charge for this.



Parent Teacher Association

We have a very active Parent Teacher Association. It works closely with the Headteacher and staff for the benefit of the children. On the day your child joins the school you, as parents, automatically become members of the PTA and you are encouraged to take an active part in all activities.

The PTA plans events throughout the year, some of which are fundraising; others designed to give children, parents and staff an opportunity to meet informally. The money raised by the PTA has provided the school with important resources, such as class sets of Chromebooks so that children have access to digital technology to support their learning.

The PTA meets a couple of times each term, usually in school. The meetings start at 7.30pm and last for about an hour. There is a good mix of old and new parents and it would be good for every year group in the school to have a representative on the committee.

Joining the PTA is a good way of getting to know the school and everyone attached to it, as well as a way of making new friends. If you feel you don't have the time to commit to regular meetings and helping at a lot of events don't worry – we have a healthy helpers list which means you can help out when it is convenient for you.

