



RICHARD TAYLOR

CHURCH OF ENGLAND PRIMARY SCHOOL

Our Christian faith and values are the living heart of a community where everyone's contribution is respected. Our school is a place where all know that they are safe and loved as children of God.

Welcome to Richard Taylor School,

The last two years have seen significant disruption to the way in which all schools have operated across the country. We have responded positively, as a learning community, to the challenges which Covid presented and have continued to meet the needs of all our children whether they were learning in class bubbles or at home.

Whilst we remain highly alert to the ongoing impact of Covid, we are delighted to be able to begin the academic year in September 2021 with all of our children back in class bases and more of the activities and events, which make our school such a special place, returning to the timetable.

We have put in place additional safety measures to be able to welcome you to our school and we hope that the continued pathway out of the pandemic will allow us to complete a full process of transition through the summer term allowing your child to flourish as they join us in September 2022.

I hope that, as well as enjoying this prospectus, you will have been able to visit the school's website and enjoy the school's video tour. The website also contains a comprehensive guide to completing the supplementary application form. If you have any further questions, please contact us at any time. Choosing the right school for your child is an important decision and we are determined to provide you with all of the information you need to enable you to choose RTS.

Our vision is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future. We look forward to welcoming you and your child to our very special learning community.

Yours sincerely,

Headteacher



What our Children think of School?



We value the views of our pupils. We have included the views of children from some of our classes for you to enjoy.

‘We really missed our school over lockdown. We are all so happy to be back.’

‘All of the adults are really kind and helpful’

‘There’s always someone to help me.’

‘Our 9 school values run through everything we do.’

‘RTS really does feel like one big happy family.’

‘All of our topics are really fun.’

‘RTS is a friendly, happy place. We are so lucky being here.’

‘We all know that we are all unique and valued.’

‘We love being ambassadors, buddies and trusted to be great role models.’

‘Our trips and special days are always a highlight and exciting.’



RICHARD TAYLOR

CHURCH OF ENGLAND PRIMARY SCHOOL

Our Christian faith and values are the living heart of a community where everyone's contribution is respected. Our school is a place where all know that they are safe and loved as children of God.

Hello and welcome from the Governors at Richard Taylor School.

For us as governors, coming into this school is always a great pleasure, so we hope you have the same experience. You will meet Mr Symonds, his dedicated staff and our wonderful children, but may not get to meet the Governors. So we hope that this letter will be a useful introduction to the Local Governing Body of Richard Taylor.

Who are the Governors?

There are currently ten members of the Local Governing Body, who support Mr Symonds and the staff by working as a critical friend of the school. Supporting, celebrating and providing appropriate challenge to make sure the school continues to perform as well as it does.

We come from a variety of backgrounds: some of us work in education, business and industry; some governors are parents of children who are or have been pupils at Richard Taylor; all are fully committed to the school and its future.

The majority of the Governors are Foundation Governors appointed by the Diocese of Leeds, through St John's Church, but there are also elected Parent Governors and Staff Governors.

What do the Governors do?

We all bring different skills and particular interests which we use to support and enhance this amazing learning community. Every term there is a full Governing Body meeting, where we look at all the current information from the school life. Before full LGB meetings, Governors meet in committee to focus on specific areas such as Finance, Curriculum and Worship. Minutes of these meetings go forward to the full Governor meetings for approval.

Most Governors also have a class assigned to them who they visit during the year. Some Governors also have specific areas of interest, which they will be more involved with, such as Sport, Literacy or Equality and Special Educational Needs. These Governors will regularly visit the staff who lead such areas and produce a report to the full Governing Body.

All the Governors are required to undertake regular training through online courses and in other settings. We also have regular meetings and access to further training within the Yorkshire Causeway Multi Academy Trust, alongside Governors from other Trust schools.

Our Aims

All the Governors try to engage regularly in the life of the school and participate in a variety of events throughout the year. We will come to worship times as well as the services at St John's. We will come into classes to observe normal practice, as well as the special events like Space Day. We will have lunch with students as well as playing a full part in special events such as the community teas.

We seek to be an active and visible support to all at Richard Taylor; children, staff parents and visitors alike. We want to ensure the best facilities possible; help promote a curriculum, accessible to all, which gives the children the best opportunities in life. Finally, we want to help everyone know they are a valued and respected member of the Richard Taylor community

If you are interested in knowing more about us, you can find out more information on the school website in the Governors section.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'D. K. Sanderson'.

David Sanderson

Chair of Governors on behalf of the Governors of Richard Taylor Church of England Primary School.

Contents

WELCOME

Headteacher's letter of welcome
Welcome from the children
Welcome from the Governors
Contents
Mission Statement
Aims
Governors
Ofsted and SIAMS Inspection
Admissions
How it all began
The Building
Funding our School
Our School Staff
School Day
Friends of the School
Prayer Support Group
Family Arrangements

CURRICULUM

Curriculum Subjects	Special Educational Needs
PE	Early Years Foundation Stage & Induction
Fairtrade Group	RE & Collective Worship
Wellbeing	Personal, Social, Health & Citizenship
Eco Ambassadors	Working at Greater Depth
School Council	Sex and Relationship Education
Homework	Extra Curricular Activities



GENERAL INFORMATION -

Collection & Delivery of children
Behaviour in School
School Meals
Educational Visits and Activities
Insurance
School Closure
Morning Playtime
Illness
Healthy Schools
Uniform
Breakfast and After School Club
Absence
Complaints Procedure
Access to Information
SAT's Results (2018-2019)
Attendance
Secondary Transfers
Induction



MISSION STATEMENT

Richard Taylor School is a caring Christian community where all children in our safekeeping learn:

- Wisdom with skills
- Friendship with respect
- Confidence with humility
- Service with responsibility
- The resilience to succeed
- That they are loved as children of God

OUR AIMS

<p style="text-align: center;">That the voice of every child is heard.</p> <p style="text-align: center;">Every child at our school is an active learner with a role to play and an opinion that will be respected</p> <p style="text-align: center;">‘Tell me and I’ll forget, show me and I may remember, involve me and I learn.’</p>		
Achievement for all Pupils	A Culture of Respect	A Curriculum of Innovation
<p>To ensure that every child achieves the wisdom knowledge and skills to succeed with the resilience to overcome failure and the aspiration to set and achieve their goals.</p> <p>To nurture happy children who feel valued, supported and who understand the importance of their own wellbeing</p> <p>We want every child to be a confident learner with the growth mindset to overcome challenges and embrace new opportunities to grow.</p>	<p>To develop children who are inclusive and caring individuals with a respect for others and an understanding of the responsibility to serve others</p> <p>To teach children the Christian values at the heart of our school and give them the opportunity to play an active role in the school and wider community as the role models of the future.</p>	<p>To provide a curriculum where children’s learning is enriched with memorable experiences, opportunities and challenges.</p> <p>To deliver a curriculum which encourages all children to see themselves as successful learners with the ability to succeed through questioning, investigating and intelligent practice</p>
<p>Proverbs 18 vs 15</p> <p>An intelligent heart acquires the knowledge and the ear of the wise seeks it out.</p>	<p>Matthew 22 vs 37</p> <p>Love the Lord your God and love your neighbour as yourself.</p>	<p>John 10 vs 10</p> <p>I have come that they may have life and have it to the full.</p>



VALUES STATEMENT

Our vision is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future.

We achieve academic excellence by delivering a curriculum, rich in experiences, which stimulates and challenges all learners.

Our Christian faith and values are the living heart of a community where everyone's contribution is respected. Our school is a place where all know that they are safe and loved as children of God.

We are a transformational community with a thriving culture of learning; celebrating success and inspiring children to achieve their goals.

We give children a voice and an opportunity to use it to make a difference in their school, community and world

We create confident, resilient, happy and successful learners prepared for the next stage of their journey.

VALUES

The whole school community has an agreed set of values which guide the way we wish to live and treat each other. The values which we share are:

Friendship, Trust, Respect, Determination, Sportsmanship, Peace, Forgiveness, Responsibility, Service and Wisdom.

These values are celebrated on our values tree and reinforced both during times of worship and in classroom activities.

Promoting British values is an important feature in the life of modern primary schools. As well as celebrating the special days in the British calendar, we work with every age group to teach children the importance of democracy, respect, tolerance and liberty. Examples of the work done in this area can be found on the school website.



WORSHIP TIMES

Worship time at school is a very special time in the school day when the whole school comes together to celebrate, pray and reflect. Worship times each week follow a theme based on one of the Christian values of the school and are led by staff, clergy and children.

Worship Ambassadors chosen from pupils in year 5 and 6 help to prepare and lead worship in school.

As well as weekly worship in school we regularly celebrate significant festivals at St. John's Church where parents and friends of the school are welcome to join us. In addition, we celebrate a rededication service at the start of the year as well as Education Sunday in September at St John's Church. At different times of the year we will organise services with St Aidan's High School and other MAT schools.

We have a school prayer written by children at school which can be found on the school website which is shared at every worship.

GOVERNORS

Mr Dave Sanderson	Chair. Foundation Governor appointed by Diocese of Leeds
Rev Simon Dowson	Foundation Governor (Incumbent)
Dr Jan Johnson	Foundation Governor appointed by Diocese of Leeds/Richard Taylor Trust
Mrs Niki Hutchinson	Foundation Governor appointed by Diocese of Leeds/St John's PCC
Mrs Victoria Amella	Vice Chair. Foundation Governor appointed by Diocese of Leeds
Mr Steve Scarisbrick	Foundation appointed by Diocese of Leeds
Mr Noel Duke.	Foundation Governor appointed by St John's PCC on behalf of the Anglican Diocese of Leeds.
Mrs Lynsey Barraclough	Co-opted Governor
Vacancy x 2	Parent of a registered child
Mrs Jean Atkinson	Elected member of the non-teaching staff
Mr Kris Starkey	Elected member of the teaching staff
Mr Andrew Symonds	Headteacher

In Attendance at Governors' Meetings

Mrs Emma Crisell	Deputy Headteacher and Maths/Curriculum Coordinator
Mrs Caroline Simpson	Literacy Co-ordinator and member of SMT
Miss Anne Robertson	KS1/EYFS/RE Co-ordinator and member of SMT/Wellbeing Coordinator
Mrs Jenny Rennison	Clerk to the Governors
Mrs Sarah Bonson	Finance

All can be contacted through the School Office. Governor's information is available on the school web site. The Governing Body also publish a newsletter for parents.

Governors

The local Governing Body meet on a regular basis to review, support and challenge the work of the school. They operate as a local Governing Body within the academy structure and are responsible to the Academy Directors who monitor the work of the Governors.

Full Governing Body minutes are published on the school website.

As well as meetings, the governors regularly spend time in school. They work alongside staff to report on the progress made by the school in identifying and addressing the targets for improvement.

Further information on the Governing Body can be found on the school's website.

OFSTED AND SIAMS INSPECTION

The school was most recently inspected by Ofsted in April 2017. The judgement of the inspectors was that the school had made progress since the last inspection and continues to be good. Given the increased rigour of the inspection framework the school was delighted to receive such a glowing report. A full copy of the report can be found on the school website. The lead inspector in her report stated:

Inspirational and inclusive leadership has kindled a strong sense of teamwork and aspiration among other leaders, governors and staff. The rich and varied curriculum is enhanced through many interesting activities within and beyond the school day. It excites and enthuses pupils.

As a Church of England School, we are also inspected by Church inspectors through the SIAMS framework. We were last inspected in October 2017 and judged to be outstanding.

The Inspector in his report stated that ***The Christian Character and caring others of the school are demonstrated in exemplary relationships and a strong focus on shared values, which include trust, peace, forgiveness and service.***

School leaders provide a nurturing environment based on Christian values. This is enabling children to thrive personally, enjoy school life, achieve well and make very good progress academically.

All highlighted priorities for future development have been addressed in the school's own development plan.

The school meets with its Trust Advisor three times a year to review progress and standards. Following her most recent visit in July 2021, our advisor report commented

The senior management team are guided by the school's vision. There is a clear and evident commitment to the school and one another. The curriculum maps for each class show how leaders and class teachers have thought carefully about the wellbeing and curricular needs of pupils on a number of levels.

All of these judgements reflect the excellent teamwork and shared goals across the school. We set high standards for ourselves and continue to seek to challenge ourselves to improve and develop in identified areas. I am proud to be the leader of such a dedicated and talented team.

AWARDS

The school holds a number of special awards of which we are very proud. We were recently awarded the nationally recognised School Sports Gold Award for the sixth consecutive year recognising the quality of our sports provision. We hold the North Yorkshire Inclusion Quality Mark for our inclusive practice. We have been a recognised Healthy School for many years. We were one of the first schools in North Yorkshire to be awarded Fairtrade Status and our Fairtrade group work throughout the year to promote the importance of equality and fairness in the global economy. These awards recognise the work of the whole community and the high standards which we set for ourselves.

The school has been presented with a gold award by Harrogate in Bloom for its commitment to environmental education.

In 2020, the school renewed its 'Fair Achiever' status for a further 3 years.

The school has most recently been awarded the prestigious Primary Science Quality Mark – outreach level. We are one of only 20 schools nationally to hold this award. We are very proud to be the only school invited to participate in the 'Science of Stage' event 3 years in a row.



RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL

Admissions Policy 2022/23

Applying

Applications are made by completing the Common Application Form electronically at www.northyorks.gov.uk/admissions The deadline for completing this form is 15th January 2022.

The Supplementary Information Form, which Governors will use in the event of over-subscription, is available on the school website and from the school office.

The Supplementary Information Form requests information relating to the oversubscription criteria at Richard Taylor Church of England Primary School. It will only be used to determine the allocation of places if the school is over subscribed.

The school recommends that parents complete the Supplementary Information Form and return it to the Admissions Team, Richard Taylor C E Primary School, Bilton Lane, Harrogate, HG1 3DT. The deadline for returning this form will be clearly marked on the form itself.

Please Note

It is the parent's responsibility to ensure that the Supplementary Information Form is completed and returned to the school. If no form is received, then only information provided on the Common Application Form will be used to rank the application.

Allocation of Places

The School comprises a maximum of 278 pupils. In any one academic year up to 39 children are admitted. Children are admitted to Reception Class at the commencement of the school year in which they reach their fifth birthday.

Children with an Educational Health Care Plan naming Richard Taylor Church of England Aided Primary School will be allocated a place in line with section 324 of the Education Act.

In the case of oversubscription, places are offered to those who meet the following criteria. In determining places the Governors will allocate places as follows:-

Priority 1:

Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order.

Children who appear [to the admission authority of the school] to have been in state care outside of England and ceased to be in state care as a result of being adopted. (See note A).

Priority 2:

Siblings of children attending the school. (See note B)

Priority 3:

Children with a demonstrated medical/social need for a place at Richard Taylor.

(See note C)

Priority 4:

Foundation Places for children who attend a Christian Church living within the Deaneries of Harrogate and Ripon. Governors will allocate Foundation Stage places in accordance with the priorities set out in Note D.

The ecclesiastical parishes of the Deaneries of Harrogate & Ripon can be found by entering your postcode at www.achurchnearyou.com you can find your parish church and clarify which Deanery your residence is in.

Priority 5: Children of staff at the school in either or both of the following circumstances:

a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made;

and/or

b) where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

Priority 6: Community Places: The remaining places after Priorities 1 to 5 have been ranked will be allocated to those applicants living within the Anglican Deaneries of Harrogate and Ripon closest to the school (determined by geographic proximity to the school, by the nearest route, according to the NYCC electronic measuring system) regardless of their eligibility under any other priorities. Applicants not successful will be placed on a waiting list. The waiting list will be kept until the end of the academic year for which application was made.

Tie Breaker: Where there is a need to differentiate between applications with the same points score, priority will be determined by geographic proximity to the school, by the nearest route.

If the distance between two children's homes and the school is the same, random allocation will be used as a tie-break to decide who has highest priority for admission. This process will be independently verified.

All distance measurements are based upon the nearest route recognised by county council mapping systems. Routes measured to determine the allocation of school places will be those recognised by the electronic mapping system used by the school admissions team. This process will be independently verified.

All distance measurements are based on the nearest route recognised by the County Councils electronic mapping system from a child's home address to school. The measurement is made from a fixed point within the dwelling, as identified by Ordnance Survey, to the nearest school entrance using footpaths and roads. The routes measured to determine the allocation of school places will be those recognised by the electronic mapping system used by the school admissions team.

Notes

A. A looked after child is a child who is in the care of a local authority in England, or is being provided with accommodation by a local authority in England in the exercise of their social services functions.

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

B. 'Siblings' include step siblings, foster siblings, adopted siblings and other children living at the same address. This includes children who have siblings in Year 6 at the time of application

C. A medical or social need will refer to some particular and exceptional reason why Richard Taylor School is the ONLY school that can meet that child's needs. Supporting evidence will be required in writing from a health or social care professional. The Governors will use the information you provided in your Common Application Form (CAF).

D. Church attendance is measured by the average number of weeks in which the family has attended a church service in the three-year period immediately before the date of application.

Priority will be given based upon church attendance of the family (defined as one parent /legal guardian who attends with the child) in the following order:

Church attendance is measured by the approximate number of weeks in which the person has attended a Place of Worship in the three year period immediately before the date of application.

Church attendance

Weekly*

2-3 times/month

Monthly

If your pattern of attendance has changed significantly during the last three years, then an average over the three years should be used.

e.g. Year 1 Monthly 12 weeks

Year 2 Fortnightly 24 weeks

Year 3 Weekly 48 weeks

Total = 84 weeks averaged over 3 years = 28

i.e. 2-3 times per month

Application forms for Foundation places (Priority 4 must be endorsed by a leader of the specified place of worship community before submission.

Where parents have relocated in either residence or church in the last 3 years the Governors will take into account confirmation from previous places of worship.

The impact of irregular shift patterns will be taken into consideration if supporting evidence is provided. Your declaration on the SIF must be verified by the incumbent of your parish or previous parish. Should there be an interregnum the SIF may be verified by a churchwarden or other suitably qualified official on behalf of the parish.

If you have recently moved you may ask the priest, or authorised church official, from your previous church to verify your church attendance.

Please Note:- In the event that during the period specified for attendance at worship the church or, in relation to those of other faiths, relevant place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or in relation to those of other faiths, relevant place of worship or alternative premises have been available for public worship

Admission of children below statutory school age

Statutory school age is from the term after the child's fifth birthday and whilst the school may prefer children to be full time from the term prior to their fifth birthday, parents have the right to defer entry or take up the place on a part time basis until the beginning of the term following the child's fifth birthday.

Appeals

Should an application be unsuccessful the parent/carers will be advised that they have the right of appeal. Parents wishing to appeal need to contact the school office where they will be given detailed information of the framework for making an appeal.

Appeals need to be made in writing and within 20 days of receipt of the letter refusing a place, to The Clerk to the Governing Body at Richard Taylor School.

Waiting Lists

Where a child is refused an offer of a place in the school, parents may request that the child's name be placed on the school's waiting list. The waiting list will be maintained for the remainder of the academic year for which application was made. Waiting lists will be maintained in order of the over-subscription priorities.

In-Year Co-ordinated Admissions

All in year applications for admission will be co-ordinated through the school.

RICHARD TAYLOR SCHOOL, HOW IT ALL BEGAN

Richard Taylor Primary School was built in 1973 to replace the Bilton Endowed School established in 1793 by the Richard Taylor Educational Foundation. The Foundation was set up in 1785 by Richard Taylor and John Inman, the first master of the Endowed School. Richard Taylor was one of two brothers living in Bachelor Gardens. They owned land and property and spent the money they received as rent on the schooling of children whose parents couldn't afford to provide for them. When Richard Taylor died in 1791, the land and property were left to the Foundation so that children could still be aided with their education. The Foundation continues to support our School today.



ACADEMY STATUS

In March 2015, following an extensive consultation period, the Governing Body of Richard Taylor took the decision with our partners at St Aidan's to convert to academy status and create the Yorkshire Causeway Schools Trust.

A multi academy trust is a partnership between schools working closely together to support high standards and the best outcomes for our children. We remain a state funded school founded upon our Christian ethos and values committed to serving the children and families in our community.

Our funding comes directly from the Department for Education although we still have many successful partnerships with the local authority.

We work closely with the other schools within our trust to provide the highest standard of education for all pupils.

THE BUILDING

Richard Taylor School has 9 class bases and 274 pupils on role. Each class has its own toilets and all have direct access to outside learning. We have a school hall which is also used as a dining area. The school building and grounds are **No Smoking** areas.

Over the last 15 years the school has worked hard to improve the facilities available to the children and staff at RTS. We have created an air-conditioned learning zone at the heart of the school, which includes a computer suite, recently updated with state of the art touch screen laptops. All of our classrooms have been renovated and refurbished over a cycle of improvement. In 2019, we opened our new entrance area which includes meeting rooms and learning areas. The school is proud of our outdoor learning areas, which include a peace garden, pavilion and fabulous outdoor learning area for children

in the early years. Much of this work was funded by the Friends of the school. In 2020, the school opened its new wildlife and wellbeing garden, transforming an overgrown area of the school grounds into a superb wildlife area with a range of facilities for children in all classes to enjoy and benefit from the opportunity to learn in a stunning environment.

The schools latest project is the conversion of the old caretaker's bungalow into a purpose built Wellbeing Centre with fantastic facilities for delivering music and cooking lessons as well as a space to deliver counselling and bespoke wellbeing sessions.

The school provides a stimulating, broad curriculum for the children with a wide range of after school activities. There are very good music and sporting traditions with a thriving orchestra and choir that perform for parents and the wider community.



There is a very supportive Friends of Richard Taylor School organisation and many parents help in school. In September 2019, RTS began a new partnership with Funclub Ltd to provide an outstanding breakfast and after school club. The school enjoys generous support from the Richard Taylor Trust, and has strong links with all the local churches.

The school places the highest priority on the safety and well-being of the children in our care. We have robust and consistently applied child protection, anti-bullying and positive behaviour policies which are regularly reviewed by the whole staff. Copies of these policies are available on the school website.

I have been Headteacher here for 14 years and I am incredibly proud of the work we do every day. I have a talented and fantastically committed staff, who are totally dedicated to meeting the needs of every child and celebrating their achievements.

LOCAL COMMUNITY INVOLVEMENT

The school plays an active role in the life of the local community; we teach our children the importance of being active citizens in society and many of our rewards and achievements reflect this. We regularly visit local churches and chapels to share worship times with the faith communities. We also regularly invite elderly members of the community to join us of afternoon tea and a chat; these occasions are hosted by children in Years 5 and 6 and are enjoyed by everyone involved.

The school is proud of its commitment to the community. In recent years we have built very successful partnerships with both Harrogate Town and Harrogate in Bloom. We have welcomed the Mayor of Harrogate to school and have played a leading role in supporting his charitable projects. We have been actively involved in protecting the Nidd Gorge and have supported a wide range of environmental projects including the Rotary Club crocus planting across Harrogate.

FUNDING OUR SCHOOL

As an Academy the school is funded directly by the Department for Education. The building is owned by The Richard Taylor Trust, a charitable trust established at the same time as the school.

Educational funding has dropped significantly in real terms in recent years. This has a particular impact on the schools ability to fund improvements to the building. In these circumstances, the Governors have realised that a number of minor repairs, one major repair or any improvements could cause some major financial difficulties. Rather than having to raise large sums by holding a number of fund-raising events, the Governors have set up a voluntary system under which parents are invited to donate a sum per term or per annum to the Governors' Fund.

Our hope is that as many families as possible will donate whatever they feel able to give - the suggested figure is £8.00 per month per child or whatever sum parents can afford. The details of the scheme and the latest statement of accounts will be made available to parents on request from the Clerk to the Governors (via the School Office) or when an offered place is accepted.

ORGANISATION

There are 9 classes in School, some of which are mixed year groups. There are 4 classes for children in the Foundation Stage and Key Stage 1 and 5 classes for Key Stage 2 children. The children are placed in a class according to age and the number on roll. Each class is named after a Yorkshire Dale allowing the children to learn more about some of the areas of natural beauty which can be found in their locality. In the September following the child's eleventh birthday, they transfer to one of the 5 local high schools according to the system in operation in North Yorkshire.



RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL
STAFFING STRUCTURE AND RESPONSIBILITIES - SEPTEMBER 2021

Mr Andrew Symon			Headteacher	Assessment/ H & S/Worship
Mrs Caroline Simpson	Wensleydale	Y5/6	Teacher	TLR/ Literacy
Mr Kris Starkey	Wharfedale	Y5/6	Teacher	TLR/PE/ICT
Mrs Emma Crisell	Coverdale	Y4/5	Deputy Headteacher	Maths / Curriculum Development / Science KS2
Mrs Emily Styles	Coverdale	Y4/5	Teacher	SENCo/Wellbeing
Mrs Carmel Wake	Nidderdale	Y3/4	Teacher	Music
Mrs Leanne Heard	Swaledale	Y1/2	Teacher	Science KS1
Mrs Jane Norman	Nidderdale/Swaledale	Y3/4	Teacher	Art
Mrs Sarah Jackson	Dentdale	Y2	Teacher	DT
Mrs Catherine Phelan	Dentdale	Y2	Teacher	MFL/PSHE
Miss Kristina Sherwood	Ribblesdale	Y1/2	Teacher	Outdoor Education/Art
Mrs Anne Robertson	Airedale	YR/1	Teacher	TLR/ R.E./EYFS Leader
Miss Abigail Rothera	Bishopdale	YR	Teacher	History/Geography
Mrs Kate Longstaffe	Bishopdale	YR	Teacher	Outdoor Education
Mrs Sarah Bonson				Business Manager
Mrs Ann Wood				Admin Assistant
Mrs Jenny Rennison				Admin Assistant
Mrs Jean Atkinson				Higher Level Teaching Assistant
Mrs Sarah Mattocks				Higher Level Teaching Assistant
Mrs Sarah Hussain				Higher Level Teaching Assistant
Mrs Nicola Trenam				Higher Level Teaching Assistant
Mrs Hannah Dallaston				Higher Level Teaching Assistant
Mrs Helen Warburton				Advanced Teaching Assistant
Mrs Sheran Groves				Advanced Teaching Assistant
Mrs Sue Fleming				General Teaching Assistant
Mrs Linda Anthony				General Teaching Assistant
Mrs Carol Iveson				General Teaching Assistant
Mrs Nicola Finlinson				General Teaching Assistant
Mrs Beth Pears				General Teaching Assistant
Mrs Helen Howell				General Teaching Assistant
Mrs Megan Gibson				General Teaching Assistant SEN
Mrs Linda Clarke				General Teaching Assistant SEN
Mrs Sharon Hudson				General Teaching Assistant
Miss Netty Young				General Teaching Assistant SEN
Mrs Alice Littlefair				General Teaching Assistant SEN
Mrs Helen Chase				General Teaching Assistant SEN
Ms Emma Rowntree				Mid-day Supervisory Assistant
Mrs Anne Mold				Mid-day Supervisory Assistant
Mrs Annette Keith				Mid-day Supervisory Assistant/Cleaner
Mr Bob O'Neill				Mid-day Supervisory Assistant
Mrs Tracey Walton				Mid-day Supervisory Assistant
Mrs Pamela Milsom				Mid-day Supervisory Assistant
Mrs Gail Haithwaite				Mid-day Supervisory Assistant
Mrs Liz Wade				Mid-day Supervisory Assistant
Mr Jonathan Gibbons				Caretaker/Cleaner/Mid-day Supervisory Assistant
Miss Charlotte Ewart				Cleaner/ Mid-day Supervisory Assistant
Mr Paul Blaxall				Cleaner

SCHOOL DAY

Times of School Day

School doors open at 8.50 a.m. and close at 9.00 a.m. after this time pupils must enter school through the main entrance.

School starts	9.00 a.m. (staff are responsible for the children from 8.50 a.m.)
Lunch	12.00 - 1.00 p.m.
School ends	3.15 p.m.

The hours spent on teaching each week (excluding breaks and worship time) are:

KS1:	22 hours 15 minutes
KS2:	23 hours 30 minutes



PARENTS AND SCHOOL

At Richard Taylor School we recognise and appreciate the considerable practical support given to our children in so many ways. We think that it is very important that attitudes, values and expectations of home and school are in tune with one another. We all develop and learn at different rates but there is a lot of research evidence which stresses that children are more likely to do well when supported by parents. Each term parents have the opportunity to come into school.

We have two formal opportunities for parents to discuss their child's progress with staff, see times below.

As a school we operate an open door policy for parents and will make time to speak to parents about their child at any time.

- | | |
|---------------|---|
| ❖ Autumn Term | Formal time for parents to meet teachers |
| ❖ Spring Term | Formal parent-teacher interviews |
| ❖ Summer Term | Informal time for parents to visit school |
| | Formal interview possible after reports |

If you have any worries, problems or concerns relating to your child please arrange a time to see the class teacher/Headteacher as soon as possible. We would be pleased to understand and help resolve any child-related anxiety. The majority of problems can be dealt with in this way. If you wish to pursue a matter further please refer to the complaints procedures held in School.

We welcome parental help in school in a variety of ways; on visits, after school activities, in class and in many practical ways, such as helping in the school library, with school resources and making/ repairing equipment. Please ask if you would like to offer your help.



Parents in the Foundation Stage will also have the opportunity to share in their child's first year in school through the 'Learning Journal' which records through photographs and comments their development at school.

All parents helping in school must have completed a Disclosure and Barring Service form on-line for clearance.

All parents and representatives of teaching and non-teaching staff are welcome to join the Friends of Richard Taylor School. The aims of the group are to work for the good of the School in various ways:

- (a) by providing help at certain school events
- (b) by arranging a termly event which may be either a fund raising event to provide extra facilities in school or a social event to foster closer links between families and school.
- (c) Friends Meetings always take place on the second Monday of each term.

How can I help? The main way to help your child at school is to let him/her see that you take a real interest in what he/she does at school and that you are keen for your child to achieve the best. Please praise progress and build up the self-confidence of your child in his/her ability.



FRIENDS

The Friends of the school are a group of parents willing to give up their time to support, organise and run events that raise funds and build the school community. Everyone is welcome to attend meetings which are held early in every term. Examples of the work of the Friends are the Harvest Tea for the elderly, Christmas Fayres, Film Nights, Cake Sales and our special sponsored Bunny Bounce. Help is always welcome and the Friends will be happy to welcome new members.



The Friends recently helped to raise £6,000, which was used to fund the creation of the new wildlife garden.

Their focus for fundraising in 2021/22 is to improve cycle storage facilities and support the purchase of new resources for EYFS.



PRAYER SUPPORT GROUP

The Richard Taylor School Prayer Support Group is a group of parents, who support through prayer, the families, the staff and events and activities at the school. We produce a prayer letter, which outlines current topics for prayer.

Prayer meetings are usually held each half term on Friday afternoons in school. Everyone is invited to come along at any time. Pre-schoolers are very welcome. Dates of meetings are posted in various classroom windows around the school. Reminders are sent out via schools texting service. Please feel free to join us at our next meeting.

Prayers can be left for sharing with the group in the prayer box situated on the wall in the school entrance (moved to the office for the period of the building work).

If you cannot come to the meetings but would like further information please contact the school office on Tel: 01423 563078.

SUPPORT FOR YOUR FAMILY

We recognise the importance of supporting families during challenging times. We are able to provide trained counsellors who can work with children through difficult periods of their lives. We are a gateway to a wide range of support groups through which we can help parents to find the support that they need. For parents who simply need to talk, we offer a regular coffee morning support group led by our SENCo, Mrs E Styles. If family circumstances change or you have concerns that you wish to share with school, please speak to your child's class teacher or a member of the senior management team. Information shared by parents can prove vital when supporting our children through difficult times in their lives. The school has trained councillors who can support children through challenging times in their lives.



CURRICULUM

CURRICULUM

The school is proud of the stimulating and broad curriculum which we provide. Ofsted commented in their most recent report in April 2017 that *'The rich and varied curriculum is enhanced through many exciting activities within and beyond the school day. It excites and enthuses pupils.'*

Our Curriculum Vision

Our vision is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future. We achieve academic excellence by delivering a curriculum, rich in experiences, which stimulates and challenges all learners.

Our Curriculum Aims

- To deliver a curriculum, which is carefully planned and sequenced to ensure that the children acquire the knowledge required to be successful learners.
- We provide children with the growth mind-set to see themselves as active and successful learners with the ability to succeed.
- To bring the principles of mastery to our curriculum.
- The children will develop fluency in the use of curriculum specific vocabulary. They will access information in a variety of forms and will learn to make connections and represent their knowledge in a range of styles and methods.
- At the end of their learning journey at Richard Taylor School, the children will be able to share their learning in a coherent manner and show secure knowledge across the curriculum enriched with memorable experiences, opportunities and challenges.

The National Curriculum subjects are part of the total learning which takes place in our School, comprising the core subjects of Religious Education, Mathematics, English and Science and Computing together with the foundation subjects of Art, Design, Geography, History, Music and Physical Education. Additional areas of experience include Drama, and Personal and Social Education. All classes use every opportunity for first hand experience, including educational visits and visiting groups or speakers, to enhance the child's learning experience. We encourage the children to think of others less fortunate than ourselves and regular appeals are made either directly or through fund raising events. Programmes of work may be planned in a variety of ways. Several subject areas are developed through a topic or theme while others may be covered under subject-specific teaching, although it may also have a real application in a topic. There will be for each child, an appropriate balance of the main areas of learning. The curriculum is carefully planned to ensure that the requirements for the National Curriculum are covered at each key stage.



A core aim of the school is to provide a curriculum where children's learning is enriched with memorable experiences, opportunities and challenges. We seek to deliver a curriculum which encourages all children to see themselves as successful learners with the ability to succeed. Our curriculum teaches children to be positive learners ready to challenge themselves and understand that they are growing as learners all the time.



RELIGIOUS EDUCATION AND WORSHIP

Religious Education is a central part of our school's curriculum, which makes a distinctive contribution to each child's development. In R.E. we aim to teach about religion:

- to help children to understand what faith is and what it means to have a faith.
- to develop a respect for moral and religious values.
- to promote tolerance and sensitivity towards others irrespective of their differences.
- to develop an awareness in the children of their own value as an individual and within our school community, learning how faith impacts on our daily lives.
- to learn about key beliefs of world faiths.



As a church school we aim to ensure that our Christian faith is expressed through the values we hold, through the curriculum, the ethos of the School, our expectations of behaviour and concern for one another.

A time of worship takes place each day. Sometimes we meet as a whole school, sometimes as separate younger and older groups and sometimes as individual classes. As a school we attend St John's Church for times of celebration and worship on a regular basis.

The clergy of St John's Church lead weekly acts of shared worship. Members of clergy from a wide range of local churches are also welcomed into school to lead acts of worship. Children from Year 6 regularly lead worship for the rest of the school. They will plan and lead worship and write their own prayers.

Parents have the right to withdraw their children from R.E. and assemblies, but Governors expect that in choosing a church school parents will support their children in taking a full part in the religious activities of the School, including R.E. and the daily act of worship.

ENGLISH

At Richard Taylor School, our aim is for children to have a 'love of language!'

We believe that literacy and communication are key life skills and that through the English curriculum we should help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language.

In **writing** we intend to:

- provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works
- provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features
- provide opportunities for role-play and drama
- provide opportunities to write for a 'real life' purpose
- enable children to be aware of an audience and purpose when writing in a range of styles and genres
- encourage pupils to have fluent and legible handwriting
- develop a love of writing so they develop confidence
- inspire children by using a range of high quality texts to ignite interest and their imagination

In **reading** we intend to:

- to foster an enthusiasm for, and love of reading a wide range of exciting literature
- develop independent readers, who have the stamina to engage with age-appropriate texts
- expanded children's vocabulary
- enable children to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes

In **phonics and early reading** we intend to:

- present high quality, systematic phonic work as defined by phonics programmes
- enable children to start learning phonic knowledge and skills by the age of four, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One
- ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns



MATHEMATICS

The teaching of Mathematics is built upon the National Curriculum Framework 2014. Each class has a daily, dedicated Mathematics lesson of between 45 and 60 minutes duration. Children will also spend time on a daily basis working on key instant recall facts which are used in all areas of maths. Children are encouraged to develop their mental skills through a variety of whole class activities and we particularly welcome the support that parents are able to give in helping children to learn number facts, such as pairs of numbers which make ten, or the times tables, thus enabling children to take a full and confident part in class activities. We aim to provide interesting experiences which will foster an enjoyment of Mathematics, leading to understanding, discovery and clear, logical thinking. All of the children should then be confident in applying knowledge and experience in new situations and in their every-day life.

MATHS MASTERY

The school has been at the forefront of the introduction of a mastery approach to the teaching of maths. Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that deep understanding can be sustained. Emphasis is put on learning key facts such as multiplication tables and addition facts to enable pupils to focus on new concepts.

Teaching for mastery includes a 'can do' attitude where all pupils are encouraged by the belief that by working hard at maths they can succeed.



SCIENCE

Through science we are exploring the world around us. The children are asking questions, solving problems, predicting, evaluating, setting up fair tests, and co-operating with others in a group situation. In Science we work on a two-year cycle following the national curriculum.



The development of scientific enquiry is at the heart of our science curriculum. We endeavour to make our science projects relevant and exciting, inspired by current issues and STEM ambassadors. We represented the UK at Science on Stage with our Viking Poo project, participated in the Tim Peake Space project and have been selected to hold space camps in school. Last year we started a Biodiversity project with St. Aidan's, which has now been extended to a research project with IRIS (research in schools) looking at biodiversity and wellbeing.

The children have enjoyed "Google hangouts" with Astro physicists, arctic and coral reef explorers and students in other countries, to inspire our science. Our year 5 and 6 science ambassadors have been part of the judging panels for the Primary Science Book of the Year and lead a science club for younger children in school.



COMPUTING

Computing is an integral part of the curriculum at RTS, through thoughtful preparation and focused teaching; our curriculum ensures that all children are given opportunities to develop the skills to prepare them for the digitally-developing world in which we live. Skills will be taught through active involvement in experiencing, investigating, manipulating and using information and technology in a variety of forms including: text, symbols, sound, graphics, photographs, music and video.

The subject encourages children to develop an understanding of how technology makes a difference in all aspects of life – at home, at school and in the workplace, as well as considering the impact technology, and industry experts have had on our lives.

The teaching of Computing at RTS is split into five strands; E-safety, Handling Data, Programming, Multimedia and Technology in our lives. Each year, the children will cover all of these aspects through their work in computing lessons and the wider curriculum. Children's understanding will develop each year and build on the previous year's knowledge and skills.

The school uses texting and email services to share messages with parents.

The children also have access to digital cameras, hand-held digital recorders and a number of programmable toys.

The school's ICT suite was opened in 2010, as part of a new library, built at the heart of the school. It has increased our capacity for ICT and is used by every class in school.

In 2019, the school updated its wireless network and server capacity to improve speed of access to the internet. The school is constantly updating and upgrading its computer hardware and receives weekly support from our IT technician to ensure our equipment is working properly.



PHYSICAL EDUCATION

The school was awarded the School Sports Mark Gold Award in 2021 in recognition of the high standard of physical education provided.



Our main aim is to raise the profile of sport and the participation levels within the school and engage as many children as possible in some form of sporting activity. We recognise and encourage those children who are considered gifted and talented, whilst nurturing and inspiring those who are not automatically motivated. Children have access to two hours of high quality PE weekly following the National Curriculum. In these lessons, they are encouraged to respond to tasks, engage in competitive and cooperative physical activities (both against self and against others), peer or self-assess and improve on their personal performance.

In our lessons, we teach the skills required to enable them to succeed and enjoy a variety of sporting activities. All children have the opportunity to go swimming in year 3, as it is our intention for as many as possible to reach the Nationally Expected Level by the time they start secondary school.

In KS1, pupils develop their fundamental movement skills and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others in a range of increasingly challenging situations.

In KS2, they continue to apply and develop a broader range of skills, enjoy communicating, collaborating and competing with each other.

In all key stages, progress is tracked across the school. Throughout a unit of learning, children have opportunities to self-assess or peer assess.

During the year we enter a wide range of sporting events allowing children to experience and enjoy competition in sport. Children in Year 6 are trained to be sports leaders through a programme organised and run by St. Aidan's High School.

Orienteering, cycling proficiency and outwards bounds activities also support physical education in school.



SPORTS PREMIUM

For the past few years, the Government have given all schools money for them to improve the provision of PE. This year, the Primary PE and School Sports Premium has doubled. This has been linked with the Child Obesity Plan to ensure all primary aged children have access to physical literacy by the time they leave primary school, enabling them to fall in love with movement and develop healthy habits for the rest of their life. In October 2017, with the allocation of the new Primary PE and Sport Premium Grant, there was an emphasis on self-sustaining improvement and that the funds provided is spent correctly towards making a difference for our children. In order to ensure we are compliant with how the funds are spent, we are closely monitoring the impact the funds have on PE and sport using surveys, heat maps and through discussion with parents and our pupils.

FRENCH

French is taught in Key Stage 2 and children are encouraged to read, write and speak French with confidence and develop a range of language learning skills in a fun and exciting way, through songs, stories and rhymes. Throughout their language learning journey at RTS, children develop their skills to communicate in French with others, as well as explore the French culture and traditions.

ENVIRONMENTAL EDUCATION

The school recognises the importance of outdoor education. We have wonderful facilities including our Peace Garden, outdoor classroom and pavilion. All children have the opportunity to learn in the outdoor environment. We have a very popular lunchtime environmental club as well as on going whole school projects to create our own compost and grow our own vegetables.

Your child will have many opportunities to discover their local environment through first hand, hands-on activities.



We aim to ensure that every child in school has the opportunity to be involved in an environmental activity during the year.

Environmental education is a crucial part of a vibrant curriculum and our children make full use of the outdoor learning areas.

As well as winning gardening competitions with Harrogate in Bloom and the Great Yorkshire Show, the school has recently created a brand new wildlife and wellbeing garden, which will allow even more children the chance to learn the joy of gardening.

In 2020, the school was awarded funding to participate in the Royal Society Climate Scientists of Tomorrow challenge which will see the children investigate the conditions needed to grow a range of crops in a sustainable manner. This is a further example of the school's commitment to environmental education.

ART

The children are given the opportunity to participate in and enjoy a large variety of art, craft and design activities. Through building on their own experiences and achievements the children acquire knowledge and understanding of different art techniques. The appreciation of art by other artists, past and present, enables the children to develop aesthetic judgement applied to their own work, to the work of others and to the environment. They will have the opportunity to learn a wide range of skills, use different equipment and follow a scheme of work designed for our school.



DESIGN TECHNOLOGY

Design and Technology combines imagination and practical skills and provides the opportunity for children to work safely in a variety of problem solving activities. They will be able to use a wide range of materials and equipment and develop skills that are useful in everyday life. Design Technology puts learning in the hands of the child as they learn through the planning, making and evaluation of their own work.



GEOGRAPHY

In Geography, we aim to develop in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We hope to equip them with knowledge about diverse places, the human and physical processes which change them and the people who live in them. Geography at RTS is often focused through specific topic work, helping children to make sense of their surroundings and of the wider world. Children develop their knowledge, understanding and skills through investigations, field-work and practical activities, such as using maps, plans and atlases as well as ICT and use of specific vocabulary.

We hope that by the end of their time at Richard Taylor, all children will be secure enough to share their geographical knowledge and skills confidently and accurately and be able to build on this in their future.



HISTORY

In History we aim to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future.



We provide children with the growth mind-set to see themselves as active and successful learners with the ability to succeed.

We bring the principles of mastery to our teaching of history.

The children will develop fluency in the use of historical vocabulary. They will access information in a variety of forms and will learn to make historical connections and represent their knowledge in a range of styles and methods.

At the end of their learning journey at Richard Taylor School, the children will be able to share their historical learning in a coherent manner and show secure historical knowledge enriched with memorable experiences, opportunities and challenges.

In discovering the past children will learn about real people and real events which will help them to make sense of the world in which they live. Our topics cover a wide range of historical periods and events. Trips and carefully planned activities make history a creative and engaging area of our curriculum.



MUSIC

Music is a universal language that embodies one of the highest forms of creativity. At RTS, we aim to give all children the opportunity to participate in and enjoy a variety of musical activities, developing musical knowledge and skills in an imaginative, practical and enjoyable way, allowing them to compose, listen and appraise with discernment. We want to engage and inspire our pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Singing and music are integral parts of our school worship times.

The school currently has a flourishing choir of up to 70 children as well as a school orchestra which meets on a weekly basis; both groups perform regularly during the year, linking with other schools and organisations to put on events.

We have a wide range of opportunities for children to learn musical instruments in school, through both private and county peripatetic tuition. Our peripatetic teachers provide individual and group tuition in school; there is a charge for these lessons and numbers are limited to as many children as can be accommodated. Parents need to make their own arrangements to loan, hire or buy instruments.



MORE ABLE STUDENTS

“The measure of intelligence is the ability to change.” Albert Einstein

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Challenges for more able students does not come from doing more of the same. We provide opportunities for children to adapt their learning to solve problems presented in different ways. Using their knowledge to make connections and challenge themselves in different ways.

Definition of ‘More Able Students’

The current DfE definition of ‘more able students’ are pupils who achieve or have the ability to achieve a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5-10% of each group.

At Richard Taylor School, we aim to:

- Provide all children with a challenging, extended, broad and enriched curriculum.
- Encourage all children to develop higher order thinking skills and the ability to communicate their understanding in an articulate manner, working at a pace, which challenges them to produce work of a high standard.
- Offer all children opportunities to generate their own learning.
- Encourage all children to have a growth mind-set and show resilience in their approach to learning.

We will always seek to support the development of the whole child. We believe that it is our responsibility to identify children’s strengths and nurture them effectively during their time at Richard Taylor School.

SPECIAL EDUCATIONAL NEEDS

The definition of SEN is when children have a significantly greater difficulty in learning than the majority of children of their age. We identify and assess all children’s Special Educational Needs and make provision which will enable them to attain their full potential. We involve outside agencies as necessary for individual children and regularly review progress. We work closely with parents to ensure that they are fully involved in the process of supporting their child’s progress.

At Richard Taylor School we welcome children of all abilities and where possible, provide facilities for any who are disabled. We have access for wheelchairs into the school grounds and buildings via ramps, and also a disabled toilet and changing area.

We have staff with expertise and specialist training on a range of additional needs including autism, downs syndrome and visual impairment.

Children with disabilities have access to all areas of the curriculum and are included on school visits and residential.

A full breakdown of the schools SEN Report for parents of children with additional needs is available on the school web site.

Mrs Emily Styles is the school's SEN coordinator and wellbeing lead. She is happy to meet and discuss the additional needs of children with any parent.



WELLBEING AND MENTAL HEALTH

The wellbeing and mental health of our children has never been more important.

The experience of the national lockdown extended periods of home learning and absence from friends and classmates has had an impact on all children.

The five ways to wellbeing are embedded in our curriculum.

All staff are committed to developing positive relationships within our school community. Our teachers will dedicate time to get to know your child as an individual and discover their personal motivations. We aim to nurture happy children who feel valued, supported and who understand the importance of their own wellbeing.

Every child is taught the importance of their own safety and that adults in school are always ready to listen to their concerns and worries.

Extra Support:

At different times in their lives, children will need additional support with their mental health and wellbeing.

Experienced teaching assistants will support your children in class to make progress and take time out of lessons to help nurture them as confident individuals.

Every member of our staffing team is trained in supporting your child's mental health.

Nurture groups, mindfulness sessions and structured emotional counselling sessions are all used as tools to meet the individual needs of children on a weekly and daily basis.

We have trained ELSA staff (Emotional Literacy Support Workers) who support individuals or small groups with social and emotional issues (including friendships, bereavement, separation, body image and self-esteem).

Our SENCo, Mrs Styles, offers support to children and families who need to talk. She is available on Monday, Tuesday and Wednesday for appointments.

School pets, including our wonderful guinea pigs and therapy dog, play an important role in supporting children who are struggling with aspects of their mental health.

The school uses a range of approaches to embed an understanding of wellbeing into the curriculum. This includes a specific block programme led by Ms Robertson.

We also recognise the positive impact of the natural world on wellbeing. The school promotes outdoor learning and opportunities to build connections with nature including vegetable growing for all children.



EARLY YEARS FOUNDATION STAGE

We recognise the importance of your child's time in the early years as the foundation for all future learning.

The early years at Richard Taylor School are recognised and valued as a window of developmental opportunity.



This development is nurtured through the establishment of warm, trusting relationships in a reflective and responsive environment.

Active learning is promoted by following children's interests, igniting imagination, inspiring creativity and arousing curiosity.

Play based exploration and social interaction are the bedrock of daily learning in school.

Families are welcomed at every stage of the children's learning, with the sharing of experiences and information, being embedded in every day practice.

The children have access to an extensive outdoor learning area which is integral to their daily experience and which allows them to explore the world around them in a very practical and hands on manner.

INDUCTION

Starting school is an important step in the life of every child and we want to do everything to make sure that your child makes a successful transition into full time education.

During the summer term we plan a number of opportunities for your children to visit school and spend time with their class teacher and support staff. We also hold bespoke meetings for all parents to learn more about your child's needs. In September, we have a short staggered start over a 2 week period to ensure we can support every child effectively in smaller groups. This is always done in consultation with parents. If the short stagger prevents you with specific issues, please speak to us at school.

Finally, we host a detailed information evening to allow parents to meet key people from the school community including the Friends, Governors, our cook, Jo and the team from Fun Club.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education has always been an integral part of our school curriculum. Children who have confidence in themselves, respect others and who are able to work co-operatively, quickly develop learning skills and make good progress.

We want our children to be healthy, responsible and participating members of society and we aim to create an environment for this to happen.



The government have delayed the introduction of the new PSHE and RSE until September 2021. The school is currently developing its curriculum in line with its aims and values in preparation for the new deadline

COMMUNITY AMBASSADORS

We are very proud of our status as a fair achiever school. In supporting and promoting the principles of Fairtrade, we teach the children that the choices they make can make the world a fairer place for all. We celebrate the annual Fairtrade Fortnight in February and regularly take part in children's conferences and joint events to provide Fairtrade.



ENVIRONMENTAL AMBASSADORS

This group of children meet regularly to discuss ways of making our school a healthier and greener place to live. This year they have helped to reduce our energy bills by turning out lights and saving water by turning taps off properly and composting fruit waste. They have also taken on environmental projects such as the creation of the bug hotel, entering the Great Yorkshire Show Vegetable Box Competition, maintaining the Peace Garden and litter picking.



HOMEWORK

We value highly the partnership we have with parents and recognize the importance of the support they give to their child with home learning. Any work we give will be to reinforce or extend what is learned at school and will be appropriate for the ability, age and maturity of your child. All children from Year 2 onward have access to a mental maths games site called 'TT Rockstars' which supports mental calculation skills in a fun way.

ONLINE LEARNING

The school's Seesaw e-learning platform allows parents and children to access learning opportunities online.



SEX & RELATIONSHIPS EDUCATION

The Education Reform Act 1988 requires the school curriculum to:

'promote the moral, spiritual, physical and mental development of all pupils and to prepare pupils for the opportunities, responsibilities and experiences of 'adult life'...Combat ignorance and, therefore, increase understanding and promote the ability to make informed decisions.'

The teaching of sex and relationships is essential if young people are to make responsible and well-informed decisions about their lives. The aim is to help and support young people through their physical, emotional and moral development, helping them to learn to respect themselves and others and move with confidence through adolescence into adulthood.

Richard Taylor Primary School is required to provide relationships education and teaches age appropriate sex education. Boys and girls are taught together except where there are particular reasons for separation. We are sensitive to the specific needs of all our children. This policy complements both School's Values and Vision and its programme of Personal, Social and Health Education.

Relationships and Sex Education (RSE) makes a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect is shown to all children when teaching about personal relationships and sex education. RSE is taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances. All RSE is set in a context that is consistent with the school's Mission Statement Christian ethos and values.

- RSE at Richard Taylor School is based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- At Richard Taylor School RSE is taught in the light of the belief in the absolute worth of all people and the unconditional love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

The school's renewed curriculum for Sex and Relationships Education was introduced in September 2021.



EXTRA CURRICULAR ACTIVITIES



After-school activities vary according to the interests and expertise of staff and parents. Regular activities include football, netball, tag rugby, cricket, athletics, recorders, choir, cookery, chess and street dance. Two popular clubs at KS1 are the Board Games Club and Zen Club.

POSITIVE BEHAVIOUR AND ANTI BULLYING POLICY

Both of these policies are available on the school website.

We are proud of our children and their achievements. To achieve we recognise that every child needs to feel secure and happy in school. No child has the right to upset, intimidate or bully another child in school. We work with all classes to teach positive behaviour and nurture good manners and respect for others. We deal actively and openly with any incidents of bullying and make sure that parents are fully involved and aware of action taken by the school.



GENERAL INFORMATION

COLLECTION AND DELIVERY OF CHILDREN

For the children's safety and wellbeing, we ask that parents let us know of alterations to normal collection arrangements, preferably in writing. We appreciate that emergencies can arise and we hope to be supportive in such cases. For the children's safety we ask parents not to use the Car Park entrance. We ask that you avoid parking on the yellow zig-zag lines outside the school entrances. We realise that finding space to park is sometimes difficult, but urge you to remember that the zig-zag lines are there to protect the children. If you park in these areas you are actually making it very difficult and potentially dangerous for children walking to and from school. We are very lucky to have Bob, our 'lollipop' road crossing officer, who is on duty at the start and end of the school day to see children and families safely across Bilton Lane.

THE START OF THE DAY

School gates open at 7.20 a.m. and classroom doors open at 8.50 a.m. If you arrive after 9 o'clock, children should be taken to the main school entrance and signed in before joining their class. The Hall Lane gate is closed at 9.05 a.m. approximately and reopened at 2.45 p.m. Pedestrian access to school between these times is via the Bilton Lane gate only. If for any reason you need to collect your children before the end of the school day, please inform your child's teacher and collect your child from the main entrance where you will be required to sign your child out.

END OF THE DAY

The school day ends at 3.15 p.m. If a parent does not arrive to collect their child, the school will make every effort to contact them. Children will be asked to wait in the entrance hall to be collected. Please try to contact the school if you know you are going to be late.



BEHAVIOUR IN SCHOOL

Good behaviour is necessary to support the following aims of our school.

- that all those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos
- that those who work in or visit our school will:
 - a) value and appreciate one another and themselves irrespective of gender, age, race or creed and acknowledge that everyone has a part to play within our school community;
 - b) listen with respect to one another and be conscious never to damage another's self-esteem;
 - c) develop self-discipline, and the ability to learn independently and work co-operatively;
 - d) be helped to feel good about themselves;
 - e) to foster a caring attitude for the school environment, including the building inside and outside areas, equipment and personal effects.

We try to achieve these aims through praise, encouragement and incentives and so provide for every child's need for security and personal development. Our full policy on behaviour management is available from the school office and on the school website.



We are creative in the ways in which we promote good behaviour. The yellow jumper award goes to one member of each class for their outstanding effort and behaviour. We also celebrate good manners with a weekly invitation to tea and cake on Friday afternoon with the Headteacher and Bob our Lollipop Man.

SCHOOL MEALS

The school has recently taken complete control of the lunches served. We employ our own staff and work with Jo, our cook, to ensure our menu is locally sourced and of a high standard. Our meals are cooked on the school premises, are nutritionally balanced and are excellent. Children enjoy meals in a family sitting. Children are taught good table manners and how to enjoy food socially and sensibly. Easter and Christmas are both celebrated with special meals to which all children are invited. Children choose daily if they would like to have a school meal. The school office operates a cashless payment system for everything except Friends fundraising events. If you are uncertain about how to set up your account for cashless payment, please speak to the office team. Computer access will be provided to anyone who needs further guidance with setting themselves up on the school system. Alternatively, children can bring a packed lunch or go home for lunch.



The children are able to choose their meal at the start of the day from a menu which always offers 3 choices including a vegetarian option. Every meal is cooked on site and Jo, our Cook, meets with the children to take in their views. Recently children were given the chance to design and make an addition to the menu. Tacos and a fruit meringue dessert was the winning entry. There is a fabulous salad bar available in addition, which the children are encouraged to access daily and a regular Pizza Thursday and Fish Friday which the children enjoy. Jo is used to ensuring that all dieting requirements are met, from coeliac to vegan and is always happy to discuss needs with parents. Menus for each of the 3 week cycles are available from the school office.

RTS BUDDY PARTNERS

At Richard Taylor School one of our key aims is to give our children a voice and an opportunity to use it to make a difference in their school, community and world. We teach them to learn the importance of 'Service with Responsibility.'

All of our oldest pupils are given the opportunity to act as a buddy and mentor to the youngest of our children as they start school. They will write to welcome them to school, act as their guide and play partners as they take their first steps in school. As Bistro Buddies the children will also support lunch times to help our new starters get used to lunches in school. When we celebrate together at St John's Church our buddies will walk hand in hand up to church with their young partners. We know the positive impact which the peer buddy system has on both the oldest and youngest of our children.



EDUCATIONAL VISITS AND ACTIVITIES

As an inclusive learning community, we want every child to participate in the widest range of activities possible. No child will miss out on an activity due to financial hardship. The Local Governing Body have a policy which outlines the rationale behind the charges for certain school activities. A copy of this policy is available from the school office.

In addition, the Governors authorise the Head to raise voluntary contributions where appropriate. The School organise regular visits in connection with class topics and in Year 5 and Year 6, children usually have the opportunity to take part in a Residential visit. Whilst it is hoped that parents will be willing to pay a reasonable amount for such visits, the contributions are voluntary. This does not affect the right of their children to participate. However, it must be appreciated that if insufficient voluntary

contributions are received the activity may be cancelled. The Richard Taylor Trust has always been most supportive in assisting where cases of financial hardship may preclude a child from taking part in a visit.



All classes have opportunities to cook in school. There is also a cookery club run after school at different times of the year. A contribution towards ingredients is requested when children take home the food they have made or if it is part of a class topic. In the case of technology items, children who have made the articles are given first chance to buy these, but thereafter they are put on sale to other children.



Lost or damaged books, including lending library books, will continue to be charged to the pupil concerned. In the case of wilful damage to School or private property it is left to the Governors' discretion whether this comes out of their funds or is charged to the parent of the child responsible.

CASHLESS OFFICE

The school office operates a cashless payment system for everything except Friends fundraising events. Parents are provided with instructions and security numbers to set up their online payment accounts. Computer access is provided to anyone who needs further guidance with setting themselves up on the school system.

INSURANCE

The Multi Academy Trust and the Governors do not take out personal insurances for items belonging to children. Insurance for school journeys and trips is covered by Zurich Municipal.

SCHOOL CLOSURE

In the event of the school being unable to open, i.e. due to severe weather conditions, a message to parents regarding closure will be relayed to all parents via text and email. Information will be published on the school website and Local Authority website.

MORNING PLAYTIME

Children may bring fruit, vegetables or cheese to school to eat during morning playtime. They are also encouraged to bring named bottles of water to school. This supports our healthy schools approach. Fresh milk for morning break can be supplied if requested via Cool Milk. Information and forms from the school office.

HEALTHY SCHOOLS

The school's, Healthy Schools status, was renewed in 2020 in recognition for the work done to raise the profile of healthy eating and healthy lifestyles for all our children.



ILLNESS

If your child is unwell please keep him/her at home. A child who is unwell is not going to be able to work and enjoy school!

The advice about medicine at school is that “where practicable parents should accept the administration of medicines as their responsibility and not something they should seek to refer to school”. Children with acute infections should not normally return to school until the treatment is complete and the child recovered. Sometimes a child appears to have recovered before the medicine is finished, and then it is usually possible to arrange the dosage schedule so that medication does not need to be given at school.

If your doctor advises you that your child is well enough to return to school before the medication is finished and that it is necessary to have the medicine at lunch time, please bring the medicine correctly labelled to the secretary’s office. A form should be completed at the school office giving staff permission to administer the medicine.

The medicine should be brought to school in a properly labelled container with the name of the prescribing person (G.P.), the name and address of the child, the name of the medicine and the dosage. No medicine should be brought to school by a child. The administration of non prescribed medicine is not possible.

Medicine may be administered at school for long term illnesses (i.e. asthma, epilepsy). If your child uses an inhaler him/herself please inform the class teacher in writing of the instructions your child has been given. Assistance may be given if necessary.

We would ask the parents to come to school to bring and administer the medicine at lunchtime themselves:

- a) if the medicine is dangerous
- b) if the timing and nature of administration are of vital importance
- c) where serious consequences could result if the staff forgets to administer the dose
- d) where the medicine has to be kept under special conditions
- e) where technical or medical knowledge or expertise is required.



UNIFORM

Uniform is an important part of who we are. Being smartly dressed and taking pride in our uniform reflects and supports our ethos. We strongly encourage our children to wear the following school uniform.

- | | | |
|---------------|----|---|
| Boys: | a. | Grey trousers (long or short) |
| | b. | White shirt |
| Girls: | a. | Grey pinafore, skirt or trousers |
| | b. | White blouse |
| | | Summer: blue gingham dress |
| Girls & Boys: | | Royal blue V necked pullover |
| | | Royal blue cardigan |
| | | Royal blue sweatshirt with woven school badge |
| | | White polo shirt with woven school badge |
| P.E. | | Tee shirt white with printed school badge |
| | | Shorts royal blue |
| | | Trainers or plimsolls |
| | | Year 3-6 suitable footwear for the field (trainers). |
| | | All to be kept in a named drawstring bag or sports bag. |



All uniform items, school Book Bags and P.E. drawstring bags are available from **Emblazon, 37-39 Tower Street, Harrogate.**

Water bottles with the school logo can be purchased from The Friends of Richard Taylor School.

All children need an art overall (an old adult shirt worn back to front is ideal). Please name your children's clothing as items marked with a child's name are obviously easier to trace if they go astray. Name tapes can be bought from Emblazon. Unmarked property can only be kept until the end of term.

It is not appropriate for children to wear jewellery in school. (Children with pierced ears must only wear stud or sleeper rings). For health and safety reasons **all** ear-rings must be removed or covered for P.E. and games. Watches may be worn but the school cannot accept responsibility for them.

SECOND-HAND UNIFORM

The Friends of the school organise the sale of second-hand uniform on various occasions throughout the school year. If you wish to know more, please contact the school office.



CYCLING TO SCHOOL

The school has a cycle rack and children are welcome to cycle to school. Younger children must be accompanied by a parent. Children in Year 6 can cycle unaccompanied when they have completed a Bikeability training course which school usually organises for the summer term. In all cases, if you wish your child to cycle to school you should first collect a form from the school office.

SAFEGUARDING

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Any parents who are worried that a child is at risk can either contact the school or seek information via the website : www.safeguardingchildren.co.uk If you are concerned about the welfare of a child out of hours you can use the following telephone number: 0845 034 9417.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child's class teacher.

We make parents aware of our policy through the school brochure and parents are made aware that they can view this policy on request.

Richard Taylor Church of England Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Richard Taylor School, follow the North Yorkshire Safeguarding Children Partnership procedures. The school will, normally, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available publicly on the school's website or via the school office upon request

All teaching staff, support staff and midday supervisors and governors have received training in how to deal with child protection issues in school. Mr A Symonds is the senior designated child protection officer in school. Mrs E Crisell is the deputy senior designated child protection officer in school. Mr D Sanderson is the child protection Governor. The school Child Protection Policy is updated annually.

The child protection safeguarding and e-safety section of the school's website contains a great deal of information for parents on how they can Keep Children Safe.



About the club

The Richard Taylor Funclub provides before and after school and holiday care for children between the ages of 4 to 11 years old. We offer fun, energetic and interesting activities in a warm, friendly and secure environment at school.

Our aims

- To provide a fun, caring, happy, stimulating and safe environment for children and staff, before and after school and during school holidays.
- To offer a wide and interesting range of different activities which will allow children to use their energies constructively, to learn and to relax when needed.
- To provide parents with a stress-free, reliable, open and honest service, with as much flexibility as possible.
- To work with the school towards mutual goals and co-operate with any special arrangements wherever possible.

It is our policy to help all children to develop a positive self-image, confidence and independence together with a respect and understanding of other children and adults, regardless of their colour, race, religion, special needs or gender.

Highly motivated and qualified staff

The Funclub is run by the manager, Ashley Burton, together with a team of enthusiastic and caring staff. All staff are cleared by the Disclosure and Barring service (DBS) and OFSTED to work with children.

Registration

The Funclub is fully registered with OFSTED registration number 2544742.

Hours of opening

Before School	7.30am to start of school
After School	3.15pm to 6.00pm
Holidays	7.30am to 6.00pm (at St Peters CE School)

The club is open Monday to Friday throughout the year with exception of bank holidays and the period between Christmas and New Year.

Session provision

At each session the children are offered a healthy breakfast or afternoon snack, with fruit, salad and drinks available throughout.

Play opportunities such as; creativity, craft & messy activities, games, books, a wide variety of toys and dressing up are all readily available both in and outdoors at each session to ensure all children are entertained constructively and are able to enjoy their time having fun with friends.

Contact details

Email: richardtaylor@funclubs.co.uk

Telephone: 0739 707 6693

ABSENCE

If your child is absent from school because of illness, please inform the school as soon as possible by telephone or email. If you need to take your child out of school for a medical or dental appointment, please inform the school as soon as possible, remembering to sign your child out when collecting them. From September 2014, parents do not have permission to remove their child from school for annual holiday. There are a small number of exceptions to this rule. Parents are at risk of receiving a fine if they take their children on holiday during term time. If you are concerned that you have a holiday planned during term time please speak to Mr Symonds as soon as possible.

COMPLAINTS PROCEDURE

Should you have a concern or complaint about any issue, please contact the Headteacher or Deputy Headteacher to make an appointment to discuss the matter. If the problem cannot be resolved, you will be given guidance on the formal complaints procedure adopted by the Governing Body.

The Trust complaints policy is available on the school website.

ACCESS TO INFORMATION

Records of work are kept for the children as they progress through school. A summary of these is supplied in the form of an annual report each year. Any parent wishing to see their child's file should make a request in writing to the Headteacher. The files will then be assembled within a day or two for parents to see.



DATA AND STANDARDS

The page providing comparative data covers the academic year 18/19. This is the last year for which such data exists. There were no national statistics due to the impact of covid. As schools re-open fully, we are currently building a picture of the impact of closure on levels of attainment. We will be participating in a full cycle of national testing within the current academic year.

ATTENDANCE INFORMATION

Attendance information for the school academic year 2021 has been affected by the impact of the covid pandemic. The school is very proud of our attendance figures which consistently reflect levels of attendance above the normal average.

The school had 1.95% authorised absences in 2020/2021

The school had 0.23% unauthorised absences in 2020/2021

This places the school above attendance nationally. The National average for 20/21 was 3.7%.

SECONDARY TRANSFERS

Numbers of children transferring to Secondary school in September 2021

St. Aidan's Church of England High School	20
St. John Fisher Catholic High School	0
Rossett High School	10
Harrogate Grammar School	2
Harrogate High School	7
Other	1

If there are any questions that we have been unable to answer in this brochure, please feel free to contact us at any time and we will be happy to answer your questions.