

# Ripponden J&I School



*‘Growing Together, Reaching  
for the Sky’*

Prospectus  
2024-2025

# RIPPONDEN J & I SCHOOL

PROSPECTUS 2024-2025

## **INTRODUCTION FROM THE HEADTEACHER**

Dear Parents/Carers,

I would like to welcome you and your family to Ripponden Junior and Infant School. I sincerely hope that you will enjoy being part of our school community and that your child will have such a good primary school experience with us that they will remember their days at our school with pleasure and affection.

This booklet is designed to give you an idea of the way our school is run and to give you information. I hope you will find it useful, but it does not replace the vital personal contact between school and yourselves as parents. It is essential that parents and school can work together in partnership as we respect and value your contributions.

At Ripponden J & I School, the staff and governors are committed to giving your children a good start in life. The OFSTED inspectors who visited the school in April 2023 verified this and we are on the drive towards becoming outstanding.

The OFSTED report is available for you to see in school by request, or you can view it online at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

We aim to create a stimulating, supportive environment in which high academic and behavioural standards are expected. Within this environment every child is given the opportunity to learn and enjoy their experiences with us. The values of personal, physical, moral, social and spiritual development are implicit in all that we do.

Parents are encouraged to share in their child's education. There are numerous occasions throughout the school year, both formal and informal, for you to become involved in the life of the school.

We are looking forward to working with you in the future.

Lorraine Bamforth  
Headteacher

## GENERAL INFORMATION RELATING TO THE SCHOOL

Ripponden J & I School is a co-educational Community Primary School for day pupils.

The address of the school is Halifax Road, Ripponden, Sowerby Bridge, HX6 4AH.

The school telephone number is 01422 823362.

Fax: 01422 825154. Email: [office@ripponden.calderdale.sch.uk](mailto:office@ripponden.calderdale.sch.uk)

Website: [www.ripponden.calderdale.sch.uk](http://www.ripponden.calderdale.sch.uk)

The Headteacher is Mrs Lorraine Bamforth and the Assistant Headteachers are Mrs Jo Lomas and Mrs Jude Kenny.

The Chair of Governors is Dr Sarah Fox

The School Business Manager is Mrs Linda Skotnicki

Governors and their designation/responsibilities at the present time are:

<b>Dr S Fox</b>	Chair, Headteacher Performance Management, Staffing, Safeguarding, Early Years
<b>Mrs S Rosborough</b>	Vice Chair, Mental Health, KS2 link governor, Pay Committee
<b>Mrs J Kenny</b>	Staff Governor
<b>Mrs N Matthews</b>	Inclusion, Pupil Premium, Children Looked After, Headteacher Performance Management
<b>Mr C Herring</b>	Pay Committee, KS1 link governor, finance
<b>Mrs A Fradgley</b>	Pay committee, Health & Safety, KS2 link governor
<b>Councillor L Webster</b>	Headteacher Performance Management
<b>Mrs L Bamforth</b>	Headteacher

Sam Roberts is the Clerk to the Governing Body.

## **ORGANISATION OF CLASSES**

We are a single-form entry school, so have one class per year group. They are organised as such:

<u>Class</u>	<u>Age Group</u>	<u>Teacher</u>	<u>Number of Children</u>
Little Acorns	Reception	Mrs J Kenny	23
Saplings	Year 1	Miss H Wisniewski	20
Great Oaks	Year 2	Miss L Smith	31
Chestnuts	Year 3	Mrs T Hamilton	20
Willows	Year 4	Mr G Baldwin	26
Maples	Year 5	Mrs V Whitaker/Mrs D Bolton	30
Redwoods	Year 6	Mrs J Lomas	28

Total 178

The number of teaching staff (part-time and full-time) employed, including the Headteacher as of September 2024, is 10 teaching staff and 8 teaching assistants plus four support assistants.

### **SCHOOL BUILDING AND GROUNDS**

Ripponden Junior and Infant School is a co-educational community primary school for day pupils situated in the village of Ripponden at the head of the Ryburn Valley, approximately seven miles to the west of Halifax. The school serves the village and surrounding hill top communities. The village is thriving and expanding, therefore, the demand for places at our popular school is high. There are several places of historical interest in the locality. Communications are good and the motorway network is easily accessed.



The present school building was opened in 1980, replacing the old Victorian building. There are seven classrooms, a hall which is also used as the dining room, kitchen, library, craft and activity areas, an ICT room and an outside classroom. We also have an additional modular building to the rear of the school, which houses another two classrooms with their own toilet facilities. Reception Class is situated in The Bungalow adjacent to the main school building. The site is very pleasant, having attractive grounds. There are two playground areas, two playing fields, a running track and good access to woodland and riverside areas.

## **ARRANGEMENTS MADE FOR PARENTS WISHING TO VISIT THE SCHOOL**

The school tries as far as possible to have a completely open policy. That is, parents are welcome at the school at any time, but we do ask that they recognise and respect the teaching commitments of the staff. All visitors are required to report to the main reception office.

## **RECEPTION CLASS ADMISSIONS**

Children are at present admitted to school at the beginning of the school year in which their fifth birthday falls. Prospective parents may view the school by appointment. All applications to start school must be done on the Calderdale website –

<http://www.calderdale.gov.uk/v2/residents/education-and-learning/schools/admissions>

***Please note that the Local Authority, not the school, allocates school placements for our Reception class.***

On acceptance, your child will be invited into school towards the end of the term before the summer holiday. They will meet their new teacher and have a chance to get to know their classroom and fellow pupils. You will also receive information from the school about preparing your child for school.

All children in the first year are admitted in September, but we do stagger this intake over the first week. We have found that this does help the Reception class to settle in more quickly.

## **SCHOOL SESSION TIMES**

Reception Class	8.45 am	-	11.45am
	12.30 pm	-	3.10 pm
Key Stage 1	8.40 am	-	12 noon
	12.45 pm	-	3.10 pm
Key Stage 2	8.40 am	-	12.15 pm
	1.00 pm		3.15 pm



## **TIME SET ASIDE FOR TEACHING DURING THE DAY**

The hours below indicate the time spent in teaching during the normal school day. These times do include religious education, but do not include assembly time. Our assemblies do form part of our religious education syllabus and are mainly of a Christian content. These do not include breaks, lunches and registration.

Foundation Stage	32.5 hours per week
Key Stage 1	32.5 hours per week
Key Stage 2	32 hours, 55 minutes per week



## TERM DATES 2024-2025

2024 AUTUMN TERM	Re-open	Tuesday 3 <sup>rd</sup> September
Half term	Close Re-open	Friday 25 <sup>th</sup> October Tuesday 5 <sup>th</sup> November
Christmas	Close	Thursday 19 <sup>th</sup> December
2025 SPRING TERM	Re-open	Monday 6 <sup>th</sup> January
Half term	Close Re-open	Friday 14 <sup>th</sup> February Monday 24 <sup>th</sup> February
Easter	Close	Friday 4 <sup>th</sup> April
2025 SUMMER TERM	Re-open	Tuesday 22 <sup>nd</sup> April
May Day	Close	Monday 5 <sup>th</sup> May
Half term	Close Re-open	Friday 23 <sup>rd</sup> May Monday 2 <sup>nd</sup> June
Midsummer	Close	Friday 18 <sup>th</sup> July

### Training Days

Monday 2<sup>nd</sup> September 2024

Monday 4<sup>th</sup> November 2024

Friday 20<sup>th</sup> December 2024

Monday 21<sup>st</sup> July 2025

Tuesday 22<sup>nd</sup> July 2025

## GENERAL AIMS AND PHILOSOPHY OF RIPPONDEN JUNIOR AND INFANT SCHOOL

It is the aim of the school to provide a high quality, inclusive learning environment in which every child has equal opportunity and can achieve their maximum potential. To achieve this aim, the school encourages working partnerships between staff, pupils, governors, parents, community, local authority and other agencies. We aim to provide a broad, balanced curriculum which fulfils the requirements of the National Curriculum and caters for the physical, moral and social development of pupils. This provision will give each child a solid foundation of knowledge, understanding, skills and experience on which to build in later life. The school sets high standards in terms of academic achievement, discipline and social skills.



## **CHILD PROTECTION AND SAFEGUARDING**

One of our principle aims is make sure our children are happy and safe. The school has a duty of care and therefore, the right to take reasonable action to ensure the safety and welfare of its pupils.

If a member of staff has concern that a pupil has been subjected to ill-treatment, neglect or any other form of abuse, the school will follow the child protection and safeguarding procedures provided by the LA. The



school has five members of staff who have been trained as Designated Safeguarding Leads (DSLs). Mrs Bamforth acts as DSL for the school and has responsibility for Child Protection, while Mrs Lomas, Mrs Kenny, Miss Smith and Mr Haigh act as deputy DSLs.



All adults employed in the school have checks to ensure they have no history of offences involving children or abuse. School staff receives regular training in child protection issues.

## **CURRICULUM INTENT STATEMENT**

At Ripponden, we plan our curriculum to be broad, balanced and enriched, which allows all of our children to flourish. This will ensure that they enjoy their primary school years and become ready for the next phase of their schooling. We equip our children with the resilience, perseverance and positivity to embrace all the challenges that life will bring.

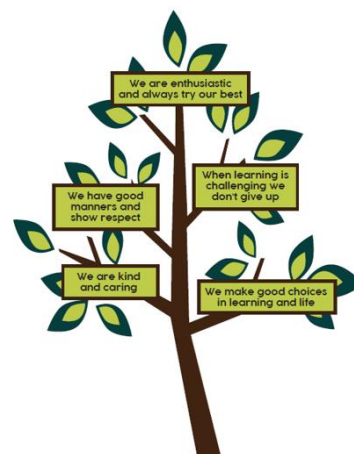
We live and work by our vision and ethos 'Branch Out'. This aims for the entire school community to be well-rounded members of society and we intend to reflect that in our curriculum.

We believe that education is not just the academic – that we are educating the next generation to be responsible citizens and this is reflected in the quality and breadth of education we provide.

To enhance the curriculum, we will:

- Make the content of our lessons as stimulating and as relevant as possible.
- Use high-quality texts and literature at the heart of every theme and topic.
- Invite guests and speakers in to bring the topics to life.
- Extend learning outside of the classroom whenever practical and possible.
- Embrace each child as an individual – understand each child's strengths and channel them and support and nurture areas for development.
- Encourage problem solving throughout the curriculum and foster positive relationships between children, including from different age groups.
- Continue and build upon the links between home and school, and work in partnership in order to achieve best outcomes for our children.

### **BRANCH OUT BASICS**



**GROWING TOGETHER  
REACHING FOR THE SKY**

- Develop an understanding and appreciation of cultural diversity in the wider community outside of Ripponden.
- Make a positive contribution to the school and local community.
- Foster enquiring minds – encourage our children to ask and solve questions.
- To prepare our children for a world and for jobs that don't exist yet.
- Aim to leave people in a better position than they were when they meet one of our children for the positive impact they leave on them.



Early Years Foundation Stage pupils are taught around areas of learning and experience and work towards the Early Learning Goals. The work planned also recognises the need for future requirements of Key Stage 1 and individual needs of pupils. In Key Stages 1 and 2 there is an emphasis on the core subjects of English, Maths, ICT and Science. Foundation subjects, History, Geography, Art, PE, Music, and

Technology are taught in topic themes. Religious Education are taught separately, using the locally agreed syllabus.

MFL (Modern Foreign Languages – French and Spanish) are taught formally in Key Stage 2 but informally and conversationally throughout the school. Computing is used to support all aspects of the curriculum and pupils are taught specific skills at all levels.

Teachers are given one tenth of their teaching commitment time as non-contact time for Planning, Preparation and Assessment (PPA time). During this time, classes are covered by a sports coach and a higher-level teaching assistant who works with pupils on their Computing skills.



Teachers assess pupils informally on a day-to-day basis and formally, using weekly assessments and assessments at the end of units of work. Children Reception, Year 1, Year 4 and Year 6 have statutory assessments, which are used to measure the quality of education of our school. In Reception it is the EYFS Early Learning Goals, in Year 1 it is the phonics screening check and in Years 6 they are the end of Key Stage assessments. Year 4 now have the multiplication check in the summer term too. The class teachers will provide parents with information relevant to their year groups. All children are assessed in terms of their progress towards End of Year Age Related Expectations – so children are seen to be 'working towards', 'expected' or 'exceeding' (or at Greater Depth) in Age Related Expectations.



Information from these assessments informs teachers' planning for individuals and groups of pupils, target setting, tracking of pupils and information about children's progress. Through the



curriculum provision, the school is ambitious for all children and with the intention that every pupil can realise their maximum potential.

## **SPECIAL EDUCATIONAL NEEDS**

The governors and staff are committed to fully integrating pupils with Special Educational Needs. The school has a very effective Special Educational Needs (SEN) policy. The governor with responsibility for SEN – Nikola Matthews, the Headteacher and Special Needs Co-ordinator Miss Smith and all staff will ensure the Code of Practice is fully implemented.



Systems are firmly established for identifying and monitoring pupils with Special Educational Needs. We have an extensive programme of pupil assessment from Reception Class through to Year 6. Our teaching team is very sensitive to the individual needs of pupils.

Our Special Needs Co-ordinator (SENCO) and Teaching Assistants are specially assigned and trained to deal with pupils with learning difficulties and along with teaching staff are highly trained in different interventions catering for the different ages and needs of the children.

We work very closely with many support agencies. Through frequent consultation with these bodies, we construct programmes of work and support for those pupils who require them.

Pupils with Special Educational Needs are given access to all aspects of the curriculum. We provide a core offer and all staff are involved in addressing the individual needs of the children. This is overseen by the SENCO and, where necessary, with extra input from outside agencies.

A caring environment is provided so that children integrate fully into the life of the school community that is positive and supportive. Parents are kept well informed and involved.

Policies relating to Special Educational Needs are available in school and on our website for parents to view.



## **PUPILS' PROGRESS AND ATTAINMENT**

Parents are welcomed into school and there are opportunities for them to discuss their child's/children's progress with members of staff. Apart from the more formal opportunities for consultation between parents and school staff detailed below, parents are welcome to meet with teaching staff at any time in the school year, provided a mutually agreed appointment is made with the teacher or teachers concerned.

Within the first couple of weeks of the new academic year, each teacher will hold a 'Welcome To Your New Class' event, where parents are invited to come in, formally meet their child's new class teacher and find out about routines and expectations of the new class. This is also an ideal opportunity to ask any questions you may have. Parents of all pupils get the opportunity to discuss how their child has settled into their new class with their class teacher around October half term. There is another formal consultation evening, early in the spring term following the school's formal assessments, when parents can meet staff to discuss their child's progress. Towards the end of the summer term, parents receive a formal written report of their child's progress. Should parents wish to discuss any aspect of their child's report in detail, an appointment can be made with the relevant class teacher.



We also hold an open evening during the summer term for those parents whose children will be admitted in September and for all parents to informally meet with governors, staff, members of the PTFA and "Busy Bees" wrap around Care Club.

The school keeps individual pupil record files. In these files, progress in each subject, personal and social development, test results and assessments are kept. These files are kept in a combination of paper copies and electronic copies. These files are passed on to new class teachers at the end of each school year and at the end of Key Stage 2 the files go on to secondary schools.



## **RELIGIOUS EDUCATION**

The school provides a programme of religious education which follows the Local Agreed Syllabus identified by the Kirklees and Calderdale. The programme gives pupils opportunities to develop knowledge of Christianity and other principal religions represented in Great Britain. They are encouraged to develop an awareness and ability to make reasoned judgements about religious and moral issues. It is designed to enhance spiritual, moral and cultural development and a positive, tolerant and respectful attitude in pupils towards themselves and others. A copy of the syllabus is available in school for inspection. During each school day time is set aside for collective worship.

Parents have the right to withdraw pupils from religious education and worship should their beliefs dictate this (Section 237(2) 1988 Education Act). Alternative activities supervised by teaching staff are arranged for pupils who are withdrawn. Parents who wish to withdraw children from religious education should consult the Headteacher.

## RELATIONSHIPS AND SEX EDUCATION

The school believes that relationships and sex education in the primary school is developmental. It will meet the legal requirements and promote the following values: respect for self and others, responsibility for actions and responsibility to family, friends, school and community. The relationships and sex education programme will provide information at approximate levels and be taught within the context of relationships. Relationships and sex education will be delivered through the curriculum and by visitors from health professions. Parents will be informed of the delivery of sex education lessons and visits in advance. Copies of the school relationship sex education policy and contents of the programme are available in school for parents to view. Under the Education Act 1996, pupils may be withdrawn by parents from those parts of sex education outside compulsory elements contained in the National Curriculum. Parents who wish to take this course will be invited to meet with the Headteacher.

## HOMEWORK



We had a homework working party in previous years to ascertain the opinions and views of homework at all levels. The working party came up with some 'non-negotiables' in which all parties agreed that at all levels had to be completed. This is: regular reading, learning times tables and learning spellings. On top of this, teachers will set additional homework, which children are encouraged to complete, as well as extra project-type activities. Pupils are encouraged to take home reading

books and to make use of the school's Woodland Room library. Parents are encouraged to hear reading/read with their child on a daily basis. The school has a Home-School Agreement which sets out commitments from the school, parents and pupils. It is the responsibility of parents to ensure that homework is completed and returned to school on time. If there are any problems with any aspect of homework, parents should speak to the class teacher concerned.

## SCHOOL CLOTHING



The school has a uniform and **ALL** children are encouraged to wear it. The uniform comprises of a red sweatshirt or cardigan and grey skirt or trousers. Red sweatshirts with the school logo are available for purchase from Shaw Hardcastle in Halifax town centre. White polo shirts with the school logo, book bags and pump bags are also available.

Our aim is to make the child associate positively with the school and be aware of and take pride in their appearance. We do ask that **ALL** items of clothing are clearly marked with your child's name.



PE kit is black shorts and a red logoed t shirt. We ask that a pair of plimsolls with non-marking soles be provided. A full change of clothing is required for outdoor Games. We do ask that you also supply a suitable bag and that your child's belongings are clearly named. We have a lost property box but through necessity, the contents are disposed of at the end of each school term.



## **ABSENCE AND LATENESS**

***Parents have a legal duty to ensure that their children attend school and arrive punctually.***

If your child is late for school, that is, arriving after classes have entered the school from the playground, they **MUST** report to the school office and their names will be recorded. Parents must inform the school of any reasons for the lateness. Repeated lateness will be monitored and reported to parents and if this is considered to be an ongoing problem, the Headteacher will inform the school's Education Welfare Officer who will then deal with the matter. Persistent lateness and/or absence can lead to court proceedings against parents.



Should your child be unable to attend school for any reason, parents should inform the school by telephone before 9.30am on the first day of absence, and provide a written explanation or visit the school in person. If a child is returning to school after an extended period of absence, the class teacher should be given a note of explanation. Absences which are notified in this way will be treated as authorised absences. Any absence for which there is no satisfactory explanation can be treated as truancy and will be recorded, as, by law, unauthorised absences must be reported by the school. If the school has not heard from parents by 10am on the first day of absence we will attempt to contact parents on that day to establish the reason for the child's absence.

***Holidays in term time are treated as an unauthorised absence and the Local Authority will impose a fine on the family. Only in exceptional circumstances will authorisation be granted.***

Ripponden J & I School is proud of its excellent attendance record and we request cooperation from parents to ensure your child attends school regularly and punctually.

## **MEDICAL ISSUES**

If your child has any allergy or medical condition, the school should be informed at the earliest opportunity. Miss Smith will see to it that a care plan is written with you and shared amongst key staff who come into contact with your child.



When your child is unwell or has not fully recovered from an illness, they should not be sent to school.



Should your child require medication during school hours, permission for the medication to be brought onto the school premises must be obtained in advance from the Headteacher and a medical form must be signed by a parent. Though there is no legal obligation to do so, the school's teaching staff has agreed to administer medicine during school hours if it is absolutely necessary. Medicines must be in the correct container clearly marked with the child's name, name of the drug and instructions for administering the medicine. All medicines will be kept in the staff room in a cupboard or medicine-specific fridge, only to be accessed by staff. There will always be two members of staff present when medicine is administered and appropriate forms completed, logging the date, time, dosage and adults present.

Parents of children who have chronic illness or allergies should meet with the Headteacher and Inclusion Manager to discuss arrangements for a medical care plan to support the needs of the child in school. Arrangements for pupils to self-administer medication, for example asthma inhalers, must be agreed in advance with the Headteacher.

If your child has a contagious disease you should seek advice from your doctor regarding attendance at school. Designated First Aiders have also been trained in contagious diseases, so will offer advice when necessary.

Your child may feel unwell or have an accident during school time. He/she will be seen by one or more members of school staff who are trained in first-aid and you will be informed by the class teacher or a letter will be sent home. If it is considered that the illness or accident is more serious you will be contacted and asked to take your child home, or to receive medical attention. In the event of an emergency, the school will ring for an ambulance and inform parents at the earliest opportunity.

***The school gives the highest priority to the care and safety of all pupils. If you have any concerns regarding welfare issues, please share the information with us so that we can give your child support, consideration and understanding.***

## **EMERGENCY CLOSURES**



The school will stay open during term time unless instructed by the Local Authority or there is an emergency which renders the school building unsuitable or unsafe. The main reason for school closure is severe weather conditions. During these times, parents are advised to check our website, [www.ripponden.calderdale.sch.uk](http://www.ripponden.calderdale.sch.uk), wait for a text message, look on the Facebook Page or Class Dojo for the most up to date information about school closures.

## **SCHOOL DISCIPLINE**

Wherever possible the school employs a positive approach to the promotion of academic effort, tolerance, respect for others and their property and good behaviour. We follow the principles of Restorative Justice to speak with the children about their behaviour. The school operates a zero tolerance approach to bullying.

Over and above the guidelines outlined by the LA, Ripponden J & I School employs the strategies below in order to deal with any disciplinary problems.

High standards of achievement and socially acceptable behaviour are expected, promoted and maintained by teacher and peer group approval, religious and moral teaching, personal, social, citizenship and health education, fostering community relationships and the use of positive rewards such as Grove Awards, incentive schemes and annual awards.



We work with the principles of The Growth Mindset and hand in hand with this are our rewards systems and celebration assemblies.



The aims of Branch Out are:

- To reward the **process of learning**, rather than the end result.
- To value the holistic child and all they offer.
- To instill confidence in all our children.
- To promote **key characteristics** of effective learners.

As a staff, we have discussed the key characteristics that we want to recognise and celebrate. These five key characteristics are:

1. **Be enthusiastic**
2. **Don't Give Up!**
3. **Be Kind and Caring**
4. **Make Good Choices**
5. **Show Respect**

This way, every member of staff in school will be able to reward children for demonstrating these key characteristics in any aspect of school life. During the celebration assemblies every Friday, children who have shown a key characteristic of effective learning will be presented with their certificate and a leaf – which will have their name written on it. In each class, there is a Branch Out tree, with five branches of effective learners. The children will then place their leaf on the appropriate branch and over the year the tree will blossom with leaves! This is a really positive and visual way to celebrate the children's successes in all aspects of their school life.

The school has a system of rewards, which are to reward those children who consistently give above and beyond in both behaviour and academic achievement. These are a series of award cards, linked with our trees theme: The Grove Award, The Orchard Award and The Woodland Award. These are cumulative and build upon the previous. The children and staff are excited by this scheme and the children work incredibly hard to get to the next award.



Our pupils are given a voice in the decision-making process regarding classroom and general school rules. As part of the pupil voice work, we were proud to be awarded the Investors in Pupils award and maintain the high standards required. We were also awarded the Leeds Beckett Mental Health for Schools Award which demonstrates our commitment to enhancing and supporting the mental health of children and staff.

The basic premise of our pupil discipline policy is that the rules are made clear and are understood by pupils. They are also made aware that there will be consequences for them, should they choose to break the rules.

Copies of school policies for behaviour management and dealing with bullying are available in school and on the website.

## **SPORTING AIMS AND PROVISION FOR SPORT**



The school aims to provide all pupils with an extensive range of sports activities through the formal curriculum and outside normal school time. All pupils are encouraged to develop basic games skills and opportunities are provided for pupils to take part in organised inter-school sports. The school encourages sporting excellence and has a fantastic record of sporting success, with a trophy cabinet to match!

We have two playing fields and two playground areas which are used for coaching. We also built a running track with the support of the PTFA in the summer of 2019. Members of staff have formal coaching qualifications in gymnastics, swimming, football and cricket. Our extensive sports programme is coached by members of staff and, from time to time, by specialist coaches brought in by the school. We are also proud to be a Platinum Healthy School.



At present the school offers the following sports:

Football, tag rugby, cricket, athletics, rounders, American Football, yoga, netball, gymnastics and swimming. We have regular sports fixtures with other schools in the area and enter annual inter-school events. We maintain good links with local professional and amateur sports clubs and we are partners in a cluster of primary and secondary schools dedicated to the development of physical activity. We have represented our school in the local cluster, within Calderdale, in West Yorkshire, in the whole of Yorkshire and even nationally at cross country!





## **PROVISION FOR ARTS**

The school provides excellent opportunities for pupils to access a wide range of cultural experiences.

Pupils are able to benefit from visits to theatre productions, art galleries, museums and other places of interest. Visitors come to the school regularly to give pupils access to theatre skills, dance and various arts and crafts. The school has links with local artists, crafts people and performance groups.

All pupils are encouraged to express themselves creatively and their achievements are celebrated and displayed throughout the school. Curriculum time is allocated in each class for arts experience and practice.

In March 2024, we took 50 children to the Young Voices concert in Manchester Arena for our eighth year running, following a break due to Covid.



## **OUT OF SCHOOL CARE CLUB "Busy Bees"**

Busy Bees is the 'wrap around' care for before and after school (7.30am until school and 3.15pm until 6pm). It also runs during the school holidays.

If you require any further information, please contact the office for a pack and booking form.

## **SCHOOL MEALS**

As you may be aware the Government introduced Universal Free School Meals to all pupils in KS1, Reception and Years 1 and 2 from September 2014.

Children in KS2 who are eligible for Free School Meals will still receive them. Our meals will remain at £12.50 per week for the children who pay for them or children could bring a packed meal as an alternative. There is currently a three-week rotational menu system and the menus have been





devised by our school cook and are based on the children's current preferences. There will be a daily vegetarian option and there are sandwiches, wraps and jacket potatoes available with a choice of fillings.

**Parents who qualify are encouraged to apply for free school meals as it is an entitlement and the school benefits from Pupil Premium for those children, which has a direct impact on your children. This is currently £1320 per year per child, which is paid to the school to impact the children in their education experience.**

All queries regarding school meals should be, in the first instance, addressed to the School Business Manager, Mrs Skotnicki.

Pupils are supervised during the lunch break and provided with positive play activities by our mid-day supervisors. Please note, at the discretion of the Headteacher, any pupil whose behaviour is considered to be problematic during the lunch break, may be required to go home for their lunch.

Drinking water is provided for pupils throughout the school day. No other drinks are allowed on the school site. However, pupils who bring packed lunches may, as part of a balanced meal, bring a suitable healthy drink (e.g. small carton of fruit juice).

Reception and Key Stage 1 pupils are provided with a piece of fruit or vegetable at mid-morning break. Key Stage 2 children may bring in fruit as a snack if they wish. No other snacks are permitted.



## CALDERDALE PRIMARY SCHOOLS ADMISSIONS POLICY

***PARENTS SHOULD NOTE THAT, AT PRESENT, RIPPONDEN J&I SCHOOL DOES NOT PROVIDE NURSERY EDUCATION AND THE CURRENT LIMIT FOR ADMISSION TO RIPPONDEN J&I SCHOOL RECEPTION CLASS IS 30 PUPILS.***

### **PRIORITY FOR ADMISSION WHEN A SCHOOL IS OVER-SUBSCRIBED**

For a Community or Voluntary Controlled School the order of priority for admission is:

- 1<sup>st</sup> Priority Category: Pupils who are in public care ('Looked After' children).
- 2<sup>nd</sup> Priority Category: (a) Pupils who have a brother or sister (including step/half brothers or sisters) permanently resident in the same household, and currently attending the school, or its associated junior school (excluding pupils in their final year).  
(b) Parents/guardians should be aware that a sibling link cannot be claimed where a sibling in receipt of a statement of Special Educational Needs is attending a resourced unit within a main stream primary school.
- 3<sup>rd</sup> Priority Category: Other children

#### **Notes:**

(i) If there is over-subscription within any category, then pupils will be admitted in the order of proximity of the pupil's permanent home to the school.

Distance will be calculated using a straight line measurement from the pupil's permanent home to the nearest **designated** school gate.

Distances will be calculated using the Local Authority's GIS system (Geographical Information System). To ensure consistency applies, all measurements will be carried out by the Local Authority's GIS system and no other method of measuring distance will be considered.

Each property has a coordinate taken from Ordnance Survey ADDRESS-POINT data. This is the point which distance measurements will be taken from.

(ii) In voluntary controlled schools, no account is taken of church membership or affiliation.

For an appeal for a community or voluntary controlled school, please write to the Admissions Officer, Children and Young People's Services, Northgate House, Halifax, HX1 1UN.

#### **DISCLAIMER**

The information given in this prospectus booklet is valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described

in this booklet or in any particular part of them before the start of the school year to which it refers or in subsequent years.

Thank you for taking the time to look through our prospectus. If you do have any questions or queries, please do not hesitate to get in touch!

Lorraine Bamforth (Mrs)  
Headteacher  
October 2024

