

Trinity First School

Prospectus

2017 - 2018



www.trinityfirstfrome.co.uk

office@trinityfirst.somerset.sch.uk

01373 461949

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Welcome to Trinity First School

Welcome to Trinity First School, where our children are at the heart of everything we do. We are a large First School set on the outskirts of a thriving town community with which we value close links. The family ethos of our school means that every member of staff knows and cares for every child and each child is able to learn, play and develop in a secure, caring, supportive environment. Our children love to look after each other and thrive on taking increasing responsibility for themselves, their learning, their friends and team-mates, and the school environment as they grow and develop.

Every member of our creative staff team is dedicated to providing our children with the very best learning experiences we can. We have high aspirations for every child in our care and our curriculum planning and teaching promote the expectation that every child should be able to make outstanding progress through a love of learning and a thirst for knowledge. We actively promote our children's development as individuals and work hard to provide each child with the skills they need. We aim to provide life-long memories for all of our children of a primary experience that is fun and fulfilling and which fully prepares them for the next stage in their education.

I am immensely proud to be leading Trinity School and would welcome the opportunity to show you around and introduce you to our wonderful children and staff.

Amanda Seager

Head Teacher



School Information

Address

Trinity First School

Nunney Road

Frome

Somerset

BA11 4LB

Telephone: 01373 461949

Email: office@trinityfirst.somerset.gov.uk

Website: www.trinityfirstfrome.co.uk

Pupils on roll: 300

Age Range: 4 - 9 years

School Hours: 8.50am - 3.15pm

Our school is maintained by Somerset Education Authority, whose contact details are:

Somerset LEA

Children and Young People's Department

Taunton

Somerset

TA1 4DY

Telephone 0300 123 2224

About Our School

Trinity First School is a co-educational day school for pupils aged between 4 and 9 years. The school was opened on the current site in 1977. Prior to that, Trinity School was based very close to Trinity Church. We are a Church of England Voluntary Controlled school, and maintain links with Trinity Church. Religious Education at the school is Christian based and non-denominational. We are situated on the edge of Frome, set in extensive grounds, some of which we share with Oakfield Academy and Critchill Special School. We were officially recognised by Ofsted as a "good school" in December 2013. You will find up to date information about us on our website.

There are ten classes at Trinity School; Sunshine and Rainbow Classes are always for children in Reception. Usually, children stay in the same class, with the same teacher, for Years 1 and 2; at the end of Year 2 they change their class and teacher for Years 3 and 4. This year, Oak and Maple Classes are for children in Year 1; Poppy and Jasmine Classes are for children in Year 2; Holly and Bramble Classes are for children in Year 3 and Pine and Gorse Classes are for children in Year 4. We have excellent ICT facilities with desktop computers and interactive whiteboards in each classroom and laptops available for each class to use throughout the school day. Sunshine and Rainbow classes have a magical outside space to explore which is widely used for exciting learning and play opportunities. We have a wildlife garden with a pond; our playground boasts a trim trail and a quiet area as well as plenty of space for lots of fun and games at playtimes.

We run 'Kites' club every morning from 8:00 and Trinity Plus every afternoon until 5pm as well as a variety of after school clubs which change on a termly basis. Typical clubs include: football, tag rugby, country dancing, French, Yogabugs, arts and crafts and multi-sports.



Our School Community

The Governing Body

The overall management of the school is the responsibility of the Governors. They work closely with the Head to appoint staff, ensure that the National Curriculum and school policies are implemented and monitor the budget. Our governors represent parents, the Local Education Authority, the Diocese of Bath and Wells, and the local community. Governors' committees meet regularly and report back to the full governing body. Minutes of these meetings are available in the school office.

Chair of Governors: Simon Watkins (Local Authority Governor)

Vice Chair: Marc Higgins (Co-opted)

Elected Parent Governors: Jo Lewis + 2 vacancies

Staff Governor: Lizz Newman

Foundation Governors: Rev. Graham Owen & Alan Somerville

Trinity School Association (TSA)

The Trinity School Association is a group of parents and friends which works to enhance the provision for your child. Together we organise fun activities such as the very popular Christmas Craft Fair, fun family Bingo evening, quiz and Summer Barbeque, creating a real community feel to the school. At the same time we fundraise at these events, raising money to subsidise outings and provide treats for the children. We have recently raised money to completely refurbish the school library and our current major fundraiser is to provide a 'Play Pod' for creative, construction play during break times.

As a parent/carer of a child at Trinity School, you are also a member of the TSA. Everyone is welcome to attend the TSA meetings, whether you would like to become an active member or just listen to what is going on. These meetings are friendly and relaxed and we are always happy to see new faces.

We look forward to meeting you and hope you and your child will enjoy being part of Trinity School.



Our Staff

Head Teacher: Amanda Seager

Deputy Head Teacher: Elaine Richardson

SENDCo: Karen Foster

Teachers:

| | | |
|-------------------------------------|----------|-----|
| Mrs Jan George / Mrs Ren Glass | Sunshine | YFS |
| Mrs Hannah Wheeler/Mrs Emma Griffin | Rainbow | YFS |
| Miss Kinga Draws | Poppy | Y2 |
| Mrs Julie Bell/Mr John George | Jasmine | Y2 |
| Miss Rebecca Pearce | Oak | Y1 |
| Miss Sophie Flower | Maple | Y1 |
| Mrs Elaine Richardson | Gorse | Y4 |
| Mrs Angeles Solway | Pine | Y4 |
| Mrs Jackie Cooper | Bramble | Y3 |
| Mr Richard Davies | Holly | Y3 |

| | |
|------------------|-------------------|
| Mrs Sarah Elford | Music & PPA Cover |
|------------------|-------------------|

| | |
|-------------------|--------------------|
| Mrs Sally Fussell | French & PPA Cover |
|-------------------|--------------------|

| | |
|----------------|---------------|
| Office Manager | Mrs Jane Rose |
|----------------|---------------|

| | |
|-----------------|-------------------|
| Finance Officer | Mrs Kate Corcoran |
|-----------------|-------------------|

Teaching Assistants:

| | |
|----------------------|-----------------------------|
| Mrs Lorna Tomlin | Mrs Wendy Jones |
| Mrs Annette Woollett | Mrs Juliette Plunkett Coles |
| Mrs Lynne White | Miss Jackie Ross |
| Mrs Chris Cantrell | Mrs Di Rutt |
| Mrs Ruth Gresham | Mrs Judith George |
| Mrs Sandra Wright | Ms Hannah Dewings |
| Mrs Karen Evans | Mrs Debbie Fox |
| Mrs Lyn Sims | Mrs Sarah Harman |
| Mrs Lee Joseph | Mrs Ruth Kelsey |
| Mrs Caroline Doyle | Mrs Di Harrison |
| Mrs Rebecca McCarthy | Miss Lizzy Humphries |

Midday Supervisors:

| | |
|----------------------|----------------------|
| Mrs Joy Snook | Mrs Judith George |
| Mrs Julie Strange | Mrs Suzanne Simpson |
| Mrs Lyn Sims | Ms Hannah Dewings |
| Mrs Rebecca McCarthy | Miss Lizzy Humphries |
| Miss Lisa Partridge | Mrs Annie Leathes |
| Mr Bob Hiron | Miss Debbie Singer |

Caretaker Mr Bob Hiron

Cleaners Mrs Julie Strange
Mrs Maria Baines

Our Aims and Values

The aims of our school have been written **by** the Trinity community **for** the Trinity community to reflect values based on Christian values. Everyone at Trinity School should be happy, safe and healthy. The culture is one of enjoyment and high achievement, with success central to our purpose. At the same time we aim to foster within the individuals in this community the desire to make only a positive contribution to the world we all share.

Everyone will:

- Know that they are respected and valued for all that they are
- Be encouraged, through high expectations, to do their best in all areas of life
- Be nurtured and creatively guided in a safe, stimulating environment
- Be encouraged to be an active partner in their learning
- Be encouraged to explore and appreciate morality and spirituality



Partnership with Parents

As parents, you are your child's first and most important educator and at Trinity First School we value and recognise the vital role you have to play in supporting your child throughout their education. We take pride in the close relationships we build with parents; we are strongly committed to our 'open door' policy and welcome parents and carers into our school to share in their child's learning. We know that our children learn best when parents and school work together and when both parents and school present a positive attitude to learning. As well as informal chats at the beginning and end of the school day, there are lots of other ways in which we encourage parents and carers to be fully involved in the life of our school and their child's learning and progress.

Parent Consultation Meetings: These are a more formal opportunity for you to find out how your child is doing and are held in the Autumn and Spring terms.

Annual Reports: Every summer your child's class teacher will write a detailed report of their progress and achievements for that school year.

School newsletters: Every Friday we produce our weekly newsletter which is a very useful source of key information.

Class Information: Every term your child's class teacher will send home details of the learning that is planned for that term to enable you to see what is coming up and to help you support your child throughout the term. At the beginning of Reception, Year 1 and Year 3 the class teachers hold brief information sessions to let parents know about routines and expectations for the class.

Education Partnership: Parents are asked to sign the Home-School Agreement every year and to support your child with their home learning tasks. Every term we have 'Stay and Play' English and Maths sessions in each class and we hold 'Open Classrooms' giving the children the opportunity to share their learning from throughout the term with their parents. We invite parents to join us at various special occasions during the year, including the Harvest Festival, Christmas plays and carol concerts and summer plays. We will also invite parents into school to help out with special events and class trips. Many of our after-school clubs are run by parents with particular qualifications, skills and enthusiasms. Please let us know if you would like to be involved.

Our Curriculum

At Trinity First School, we offer our children a creative curriculum which provides many opportunities to learn and develop skills. While many learning opportunities are based within the classroom, we also fully recognise the value of learning in our outdoor spaces as well as using the local and wider community. We value the experiences children gain from external visits and from visitors to our school.

Our curriculum reflects our understanding that learning is interconnected and that all children have different skills and abilities. We recognise and value that our children love different things and learn in different ways. A variety of teaching methods are used to deliver the curriculum and children can be taught as a whole class, in small ability-based groups and individually at different times during the day.

Lessons are carefully planned to build on existing knowledge and experiences to make learning relevant to the children. Our children are also encouraged and supported to approach new learning with confidence and to embrace challenges. We know children often learn from each other and so we aim to create regular opportunities for older children to join the younger ones to take part in joint activities such as reading, art and sport or for the children to share special pieces of work with each other.



Key Stages at Trinity First School

The years that children spend at Trinity school are divided into three key stages:

The Early Years Foundation Stage - Reception

Key Stage One - Years 1 and 2

Key Stage Two - Years 3 and 4

Early Years Foundation Stage

The Foundation Stage is a vital part of every child's learning and development. Throughout the Foundation Stage, children begin to develop key learning skills such as listening, speaking, persistence, co-operation and collaboration, creativity and independence. Our children learn these skills through a variety of activities both indoors and outside and we are committed to making the children's experiences both active and purposeful. We match the activities they are given closely to their stage of development, needs and interests and always allow for the children to develop activities in their own way. Our children are also encouraged to develop skills in reading, writing and mathematics. To begin with this is very much approached through play with more structured approaches introduced when each individual child is ready.

The areas which make up the Early Years Foundation Stage curriculum are as follows:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Key Stages One and Two

The curriculum for Key Stages One and Two is divided into core subjects and foundation subjects. These are as follows:

Core Subjects:

- English
- Mathematics
- Science
- Computing

Foundation Subjects:

- Art and Design
- History
- Geography
- Music
- Physical Education

In addition, children are taught Religious Education, Personal, Social and Health Education and French.

Copies of the curriculum overviews for each year group are available on our website.

Developing Reading Skills

One of the most important things that we do at Trinity First School is to develop reading skills in our children. Throughout their time at our school, we encourage our children not only to develop secure skills in reading but we also aim to engender in our children a love of reading and an understanding of the pleasure and freedom reading can provide.

We begin developing early reading as soon as the children start, by sharing favourite stories and poems and encouraging the children to share their thoughts on the stories and to join in with familiar rhymes and poems. We use the Read, Write, Inc Phonics scheme to teach our children phonics and early reading skills in Reception and Key Stage One. The sounds the children need to learn in order to read are divided into sets and are designed to allow children to start blending the sounds they have learned into words very quickly, giving them a fantastic sense of achievement and a real understanding of the purpose of the sounds. When the children have finished the Read, Write, Inc scheme, we have an extensive selection of books to support the children as they develop their reading skills. Each book is colour-banded according to the level of challenge it presents and each child works through the bands at his or her own pace. Once the children have progressed beyond the reading scheme, we have a wide range of reading texts to continue to spark their interest, including fiction, non-fiction and poetry. While they are developing their reading skills, our children read in an appropriate guided group, with a skilled adult, for 30 minutes at least four times a week. Throughout the school, the children continue to take part in guided reading activities where they work in small groups of approximately 6 children to learn, develop and refine their reading skills. Each group works with an adult to guide and support them as they spend 30 minutes looking in detail at a chosen text.



Special Educational Needs

We have a strong commitment to inclusive education and aim to involve all children in all aspects of school life. It is our aim to identify children with special educational needs as soon as possible in order to provide the support necessary to meet these needs and allow all children to have access to the National Curriculum. We recognise the importance of working with parents and we consult support agencies where we feel this is appropriate. Children identified as having needs beyond the school's basic entitlement plan will have an Individual Education Plan (IEP) which will have specific targets to work towards and which will be shared with parents.

We have been awarded Dyslexia Friendly Schools Status in recognition of the work we do to meet the needs of all learners.

Children with Disabilities

We welcome children with disabilities. Provision for them is made in consultation with parents and support services. On-going reviews will aim to ensure that any child with a disability is able to access learning at an appropriate level, while participating fully in school life.

Gifted and Talented Pupils

At Trinity School we recognise the importance of providing appropriate challenges for children who are exceptionally able. Their particular needs will be addressed through a differentiated curriculum and enrichment activities, as described in our separate Gifted and Talented Pupils Policy.

Equal Opportunities

The promotion of equal opportunities is recognised by all the staff and governors at our school. We aim to ensure that all pupils regardless of race, religion, gender, background or ability, receive a broad and balanced curriculum and have equal opportunities in all aspects of school life.

The Trinity School Local Offer

More information on the provision we are able to offer to children with any sort of additional need and their families can be found in our Local Offer document which can be viewed on our website. A paper copy is also available on request from the school office.

Starting at Our School

We understand that starting school for the first time can be every bit as daunting as it is exciting and we work hard to ensure that the children (and their mums and dads!) are as happy and settled as they can possibly be. Visits to view our school are always warmly welcomed, as we also understand that choosing the right school for your child is a big decision.

Throughout the summer term before the children are due to start school we conduct a thorough induction programme to ensure that your child is very familiar with their new classroom, their teacher and the school before they start. The children make several scheduled visits to school and we also invite our new children and their families to join us at key school events throughout the summer term such as the summer fete. Our Reception class teachers make a visit to your child's pre-school or nursery in order to meet with your child in a setting with which he or she is familiar and also to have a chat with your child's key worker. We have an information evening for parents to share key information with you; this is another opportunity for you to ask questions and also a great chance to start getting to know the other new parents! We give all of our new children a photo book to take home with them over the summer holidays so that they can look through it with you and be reminded of key adults and places around the school.

In September, the children have a 'staggered' start to school, beginning with half day sessions before building up to full days after a few weeks. We pair our new children up with a 'buddy' from Year 4, who keeps a special eye on them during shared times such as playtime. Our Year 4 buddies also come and play with the Reception children and share stories with them to help the bonding process!



Our Uniform

Our uniform consists of:

Girls:

Grey skirt, pinafore dress or trousers

White polo shirt or blouse

Red school jumper or cardigan

Red and white summer dress

Black school shoes

Boys:

Grey trousers or shorts

White polo shirt or shirt

Red school jumper

Black school shoes

PE Kit:

School T-shirt

Black shorts

Black tracksuit trousers (for colder weather)

Trainers or daps

Drawstring kit bag

Our uniform is available from the school office.

Please ensure that all items of clothing are clearly marked with your child's name so that if they get misplaced we are able to return them.



Our School Day

8.50 Children arrive at school

9.00 School starts

10.35 – 10.55 Morning break

12.15 Lunch starts for Rainbow, Sunshine, Maple, Oak, Jasmine and Poppy

12.30 Lunch starts for Holly, Bramble, Gorse and Pine

1.20 End of lunch for Holly, Bramble, Gorse and Pine

1.25 End of lunch for Rainbow, Sunshine, Maple, Oak, Jasmine and Poppy

2.30 – 2.45 Afternoon break for Rainbow, Sunshine, Maple, Oak, Jasmine and Poppy

3.15 End of the school day for all classes

Lunches

The children eat their lunch in the hall and are well supervised. We are able to offer children a healthy cooked meal or a salad lunch. There is no cost for Reception, Year 1 and 2 children and for Years 3 and 4 it is £2.50 per day. Children may bring their own packed lunch from home. Meals are cooked at Oakfield Academy, and meet nutritional standards set nationally. If you receive Income Support or Child Tax Credit your child may be entitled to free meals. Please ask at the School Office if you would like to find out more. Classes eat together regardless of the type of meal they have.

Absence from School

Illness/Medical Appointments:

If your child is absent from school through illness or for a medical appointment please telephone the school to let us know, so that we can fill in the class registers correctly. If we do not receive a phone call on the first day of absence, we will telephone to check why your child is absent. If your child is going to be away for some time, it is useful to let us know so that work can be sent home if appropriate.

With some infectious illnesses there is a minimum period for which children must be kept away from school. If we feel your child is unwell during the day and is unfit to be in school we will contact you.

If your child has sickness or diarrhoea they must not return to school for 48 hours.

Other Absences:

Absence for reasons other than medical ones cannot be authorised unless the circumstances are highly exceptional. If you take your child out of school in term time and this absence, added to any medical absence, comes to more than 10 days in any school year, you may receive a penalty notice and a fine may be issued via the Education Attendance Officer.

Home Learning

At Trinity First School we firmly believe that our children should be able to spend their time outside of school pursuing their own hobbies and that they should also have plenty of time to relax and have fun. However, we also know that time spent at home reinforcing the learning that is going on at school is very beneficial to the progress our children can make so we work hard to achieve a good balance between our homework expectations and our desire to let our children be children!

We provide a variety of home learning opportunities which are designed to help our children build up key skills and to enable our children to express their own interests and individuality through their learning. Our homework is organised as follows:

Reception: We ask parents to support their children with regular phonics and reading tasks.

Year 1: We expect the children to read at home at least 5 times each week. We also give children some fun phonics and maths games or activities to share with an adult at home.

Year 2: We expect the children to read at home at least 5 times each week. We also give children weekly spellings to learn and maths games or activities to share with an adult at home. In the summer holiday between Year 1 and Year 2 the children are asked to keep a diary which they then bring into school to show and share with the class.


Year 3 and Year 4: We expect the children to continue to read at least 5 times each week. The children have weekly spellings to learn and maths activities generally designed to support the development of mental maths skills and to help them learn their times tables. In Year 3 and Year 4 the children also have occasional homework tasks linked to their current topic.




Our Promise to Parents

When your child joins our school we will:

- Value your child as an individual with his or her own strengths, talents and interests
- Provide your child with opportunities to grow and develop and overcome any difficulties he or she may face
- Encourage your child to make a positive contribution to our school
- Give your child every opportunity to be a successful learner who enjoys learning, makes great progress and achieves
 - Involve you fully in your child's learning journey with us
 - Be open and honest with you about any issues that may arise
- Ensure that when your child is in school he or she is happy and safe
- Encourage your child to have a go, to test the boundaries of their learning and to take safe risks
- Support your child to develop into a confident individual able to live a safe, healthy and fulfilling life



"Please know that your energy and hard work does not go (completely) unnoticed and that the professionalism and pride we saw today does, I am certain, count for a great deal."



"I couldn't ask for more from a school. Thank you to all your staff for their continued hard work."

Our Expectations

When they join our school we expect your child to:

- Become fully involved in school life
 - Be active in their learning
- Play and work alongside others
- Work hard to make progress
- Accept challenges in their learning
- Make the most of their opportunities
- Follow our school rules and agreed class charters
- Look after our school environment

When your child joins our school, we expect parents and carers to:

- Be fully supportive of your child's learning, at home and at school
- Encourage in your child a positive attitude to school and life-long learning
 - Share responsibility for your child's learning and development
 - Be open and honest with staff about issues if they arise

Essential Information

Emergencies

If your child has an accident or is ill we will contact you as quickly as possible. For this reason it is important that parents fill out the contact form provided when a child starts school, and keep us updated of any changes to contact details. Please make sure we can contact you by ensuring your mobile is on when you are away from home or work during the school day.

Severe Weather

In the event of severe weather preventing the school from opening, the decision will be taken as early as possible and information posted on our school website and on the Local Authority website. We will also inform the local radio stations and where possible let parents know by text message.

Medicines

It is important that children who are unwell are kept at home. However, we recognise that occasionally a child may be well enough for school and yet require medication. Any request for medication to be given at school must be made to the school office. You will be required to sign a form stating the dose and time of administration. Inhalers for asthma will be kept in school, after discussion about your child's needs.

Valuables

Money can only be brought into school for a specific purpose and should be given to the teacher as soon as possible after arrival at school. Watches are worn at the child's own risk. We ask that children do not bring toys into school although items of special interest or those related to the current theme may be brought in for the child to show to the class.

Mobile phones are not allowed in school.

Safeguarding

We take our Safeguarding responsibilities very seriously. This means that we have ensured (and will continue to do so) that everyone working in the school has successfully completed the necessary clearances to enable them to work with your child. It also means that we have a staff member who is specifically trained and nominated as the Designated Child Protection Person within school. This person is Elaine Richardson.

We would always hope to share any concerns we may have about your child with you, at the first opportunity as we hope you do with us. If you have serious and genuine concerns about a child at school, other than your own, you can share them in confidence with us. Part of our legal duty to safeguard your child may also include us

needing to consult with and take advice from other agencies such as the Police, or Children's Social Care, should the need arise.

By working closely together with you and our partner agencies, we firmly believe that we will continue to offer a safe learning environment for all our children.

Charging Policy

Our charging policy is available in the school office.

Charges may be made for the following:

- Individual music tuition.
- Ingredients or materials in practical subjects if the children have indicated they wish to keep the finished product.
- Residential visits.
- The exact cost of optional extras i.e. those not connected with the National Curriculum.
- Some Clubs.

Voluntary contributions may be invited for some school activities and transport costs. Where this is the case, parents will always be informed at the outset. The activity may not take place if insufficient funds are raised.

Complaints

There are four stages in the complaints procedure:

Stage 1

In the first instance, you should speak to the class teacher to discuss the problem. It is usual for most complaints to be resolved satisfactorily at this stage.

Stage 2

If the situation has not been resolved through contact with the class teacher, or the concern is of a sufficiently serious nature, then parents should contact the Head Teacher who will respond to you as soon as possible.

Stage 3

If you are not satisfied with the response from the school and wish to pursue your complaint, you should write to the Clerk to the Governors. The School Governors will investigate your complaint and notify you of the results of their investigation.

Stage 4

If you are still not satisfied when you receive this detailed explanation you may decide to refer your complaint to the Secretary of State for Education. Details of how to proceed can be found on the Department of Education website.