

# Shiphay Learning Academy Prospectus

2017-18



We are pleased to present you with this information about our Academy. Full copies of Academy Policies are available on our website [www.shiphay.com](http://www.shiphay.com)

## Introduction



Shiphay Learning Academy is a nationally 'Outstanding' school that caters for children from three to eleven years of age. The Orchard, which opened in April 2005, offers services to families and the wider community. This facility provides nursery education and childcare for 3-4 year olds and breakfast, after-school and holiday clubs for all our children. In December 2012 we opened our new Early Years Centre, bringing the very best, purpose designed accommodation to deliver an excellent provision. We provide a wide range of balanced learning opportunities in order that all children can achieve high standards. Within the context of a secure and caring environment we also aim for the children to develop independence and responsibility. You will be welcome in the classroom and there will be many opportunities for you to contribute to your child's education and the life of the school.

The Headteacher and staff are always available to talk to you about any aspect of your child's development as we believe strongly in the importance of the partnership between home and school.

The information in this prospectus is up to date at the beginning of the school year but we will, from time to time, send you further information and circulars.

## About our Academy

Shiphay Learning Academy is a large primary academy on the edge of Torquay, Devon. The word Shiphay is of Saxon origin meaning "sheep enclosure", which is what this area was used for over 1,000 years ago.

There are around 520 children at the Academy in the Summer Term, from a range of backgrounds, aged from 3 to 11, in 16 classes. These are organised within three Teams to provide consistent academic and pastoral support for children and adults. The school was built in 1952 as an infant school which grew and became a primary in 1973.

In April 2011 we became a new Converter Academy after being invited by the Secretary of State for Education to convert as an outstanding school. This means that we are state-funded but independent of the Local Authority and responsible for running our own school; shaping its future whilst continuing to be a part of

the family of schools in Torbay

In addition to the main school we have also built and developed The Orchard as a Nursery and Community Centre. We have a 84 place nursery and childcare facility for 3 and 4 year olds and as an Extended School we provide education and care for 3 to 11 year olds from 7.30am - 6.00pm weekdays for 50+ weeks of the year. We are also developing a range of community opportunities.

We have a very "Team" orientated ethos and support and training feature highly as a priority. We are a Gold Standard Investor in People and our recent reassessment stated that we were amongst "the best example of an Investor in People" ever encountered.

We train teachers through the Devon SCITT (School Centred Initial Teacher Training) and also through the new Troops into Teaching programme.

Our Headteacher is a National Leader of Education and we are one of only 500 National Support Schools, designated as having the ability to support schools in challenging and difficult circumstances. We are a host school for the National College for School Leadership's (NCTL) National Professional Qualification for Headship. In addition we have links with Swiss, German, French and Spanish education settings and support their students and teachers with extended opportunities to visit and work in our school.

We were in the first cohort of schools to receive the National ICT Award, recognising standards and commitment to the effective use of ICT in all aspects of school and we have just been reassessed and recognised again and are a Champion for the award. We are the local Apple Regional Training Centre and also lead the Torbay Children's University. [www.childrensuniversity.co.uk](http://www.childrensuniversity.co.uk)

At Shiphay Learning Academy we have very high expectations of children and all we do in all spheres of school life yet we remain at the heart of our community and committed to serve our children and their families as our core purpose.

## Aims of the Academy

The staff, governors and parents of Shiphay Learning Academy worked together to provide this set of shared aims, articulated as our Learning Values which supports the ethos of the school. These are:

- Creating a positive learning culture for all, including respect for the learning of others. A Growth Mindset culture where children want to succeed, yet it is safe to fail and mistakes are seen as a part of this positive process.
- Seeing children as active participants and partners in their learning by involving them in understanding the learning process and assessing their own performance.
- Providing a climate where children are in a state of relaxed alertness; where high challenge and low stress make children engage in their learning.
- Building on existing learning to make links to future learning, in a stimulating, challenging and safe learning environment.
- Developing a lust for learning in both children and adults through a vivid, real, creative and relevant curriculum, delivered with appropriate pace, that caters for all types of learners.
- Being inclusive, with high expectations, where everyone can grasp the opportunity to shine.
- Celebrating success and making provision for everyone to develop potential.
- Developing a range of learning and personal skills that will serve pupils well, throughout their time in education and beyond, and into the world outside to make them citizens with a positive contribution to make.

## Admissions Policy

From April 2011, when we became an Academy, we took on the role of the Admissions Authority for our school, from Torbay LA, and commencing September 2013 our over-subscription criteria changed. We have chosen Torbay Council to continue administering our admissions and applications for places still need to be sent to them and we play no part in this process. We will continue to admit children who have their fifth birthday between 1st September and the last day of August in September, with a phased entry for less confident children.

You will be contacted in the September of the year before your child is due to start in Reception. Places will be offered by Torbay in the following April. This is the policy in all Torbay Schools.

Each maintained school in Torbay serves a particular area but parents may apply for a place at any school. Our over-subscription criteria puts siblings ahead of other applicants followed by the distance from the school and not by any designated catchment area. Children who are in the care of the LA, those with an Education and Health Care Plan, the children of new staff and those with certain medical needs have first priority.

## Absences

If your child is poorly you must inform the School Office on the first day of absence. You do this by ringing 613556 and selecting Option 1 from the menu available. We then record this information and pass it on to teachers. You do not need to contact us again unless the absence goes into another week. Then we ask you to ring again to keep us updated. A member of the administrative staff checks absences every day and follows up with a call where we have not been notified. If your child is going to be absent for any length of time, we are happy to provide work for them to complete which can be picked up from the Families Reception and returned for marking. If your child is in Year 4-Year 6, this work will be provided on their iPad. If your child has received specialist care for a medical condition, please ask them for some guidance on supporting their return to school, particularly regarding playtimes and P.E. We are required by law to record absences and share these figures with parents, Torbay LA and the DfE. An absence is considered to be unauthorised if we have not been informed by parents. Parents at Shiphay are really good at letting us know when their child is absent, so keep helping us to make sure that our unauthorised absence figures remain low.

## Accidents

Occasionally a child has an accident at school. The majority are cuts and bruises, which are treated at school by first-aiders on our staff. If your child is poorly we may need to get in touch with you, particularly in the event of an emergency, so it is vital we are able to contact someone. Please make sure that the School Office have a telephone number where we can contact you or a family member during the day.

## Anti-Bullying Policy

The school has a successful anti-bullying strategy and has developed booklets for children, parents, governors, M.T.A.'s and teaching and non-teaching staff on our approaches to promoting good relationships and what to do when they go wrong where bullying or other negative situations occur. These were initially given to all those involved in school and subsequently to new children, parents, governors and staff. Copies are displayed around the school and available on our website.

### Our Philosophy and Policy

We have in place a school ethos and a framework for dealing with bullying:

- ❖ We recognise that all children have certain 'rights'. Paramount amongst these is the 'right to safety'.
- ❖ We recognise the pastoral work undertaken by all staff which has meant that we do not have a severe problem.
  
- ❖ There is a teacher with responsibility for the strategy, currently the Headteacher, and it is essential that she is informed of any concerns by parents and carers. Pupils have access to our Tell Us boxes and

can report their concerns either to staff or via a Tell Us box.

- ❖ The 'hidden curriculum' of pastoral care has a vital role to play in terms of prevention and is very visible.
- ❖ The promotion of personal skills through our Core Values and Growth Mindset helps to create an atmosphere of openness and trust in which difficult and challenging issues such as bullying can be discussed and addressed.
- ❖ We encourage the use of developmental group work and "Circle Time" to create secure atmospheres for confiding worries and anxieties as well as joys and experiences.
- ❖ We recognise bullying as a situation where relationships have broken down and those involved need support to reach a situation where this conflict is resolved.
- ❖ We acknowledge that prevention is better than cure.
- ❖ We work positively with all those concerned, the bullied and the bullies. They both experience difficulties and support not punishment yield the most effective results long-term.
- ❖ We make it clear that any abuse resulting from racial background, gender, religion or disability will not be tolerated and will be dealt with promptly and appropriately according to the principles in this policy.

## Anti-Racist Policy

We embrace the policy of Torbay Council and welcome the diversity of tradition, belief and culture within our communities. We recognise that education has a fundamental role to play in ensuring equality of opportunity, eliminating racism, promoting and valuing racial diversity and providing young people with the tools and skills to live effectively in a multi-racial society.

We believe that a single racist incident is one incident too many and that all learners should learn in a safe and supportive environment. Racist behaviour severely affects all children's ability to learn effectively and the effect of harassment can remain with a person throughout their life.

We take incidents of racism very seriously as part of our strong belief in our Respecting Core Value and the principle of "Respect for All".

## Arts Mark Gold Award

We have a strong commitment to the Arts because we feel that they give children the opportunity to shine, raise self-esteem and in turn, enthuse them to make better academic progress. In 2012 we were awarded an Arts Mark Gold Award (the highest category) for our provision and commitment. Our Headteacher is now an Arts Mark Critical Friend, supporting schools and academies in their journey towards accreditation.

As well as recognising schools that make the arts come alive, the Artsmark award is a useful, practical and valuable tool for enriching a school's arts provision and ensuring the myriad of benefits brought by the arts are infused across the curriculum and the school community. It provides schools with access to high quality and practical resources and enviable networks that will enable them to use the arts to inspire learning and harness the power of the arts in developing happy, successful and confident young people.

## Assemblies

An assembly is held every day. This is a special time when the children gather together for an act of collective worship. Most acts of worship are of a broadly Christian nature, but as we have children from a variety of religious backgrounds, we also try to reflect these.

As part of our assembly we celebrate individual and school achievements and it is one of the most important contexts for sharing the ethos and philosophy of the academy, as a community.

Parents and carers have the right to request that their child be wholly or partly excused from attendance at collective worship. Alternative arrangements will be made for your child if this is the case. Please come and discuss it with the Headteacher.

## Assessment

Assessment of children's progress is an important part of our work as it informs us as to where children are in their attainment and helps us to plan for the next stage of their learning. Informal assessment takes place all the time and we also use formal testing during the year. All assessment results are shared with parents.

From September 2014, the Government made a huge change in the way that children in schools are to be assessed and we have adopted these from September 2015. In the previous National Curriculum, what children were expected to learn during their time in primary school was divided up into objectives. These objectives got progressively more difficult as the children moved through the curriculum. To mark the change in difficulty the objectives were banded into levels, moving from Level 1 through to Level 6. Levels were used to mark the progress of children as they moved from year to year. At the end of KS1 the 'average' child would be at Level 2. By the end of KS2, the same child would progress to Level 4. Levels were helpful as they gave teachers a good understanding of what a child had previously learned and what they needed to learn next.

The way we track pupils' progress towards meeting the National Curriculum Age-Related Expectations (ARE) for their year group has changed:

- **Emerging** – Pupil has achieved some objectives in a year band.
- **Developing** – Pupil has achieved many (between half and two thirds) of the objectives in a year band
- **Secure** – Pupil has achieved almost all or all (more than two thirds) of the objectives in a year band.
- In addition, pupils' level of **Mastery** will be assessed. This the level to which pupils can apply those skills.

The Department for Education (DfE) wants to ensure that all children gain a breadth and depth of knowledge appropriate to their age, and they felt that this was not happening under the old system.

In Year 2 and Year 6 children will still be assessed externally through SATs testing. The results of the most recent tests are in Appendix 1 of this document.

## Attendance

If children are to achieve their potential they need to attend school for as much time as possible. The government is very concerned at the absence rates and has raised the profile of attendance for all children. The DfE expects all schools and academies to check the level of attendance of ALL pupils each term and where any pupil's attendance is below 90%, where there is any unauthorised absence, regular intermittent absence or where they are repeatedly late, to challenge parents and carers to make improvements. If any of the reasons above are not explainable through known illness or authorised holiday absence authorised in advance, the Academy is expected to recommend a fine to Torbay's Attendance Officers.

This is a significant government policy and from September 2013, the law has no longer allowed Headteachers to grant any leave of absence during term time unless there are exceptional circumstances and they can also decide the number of school days a child can be away from school if the leave is granted.

'Exceptional circumstances' already includes:

- illness
- bereavement
- religious observance and
- unavoidable medical appointments. However, all routine, non-emergency appointments such as dental check-ups must be made outside of school hours. Should a child need to have an appointment during school hours, evidence of this appointment must be provided.

There are a few other exceptional circumstances that can be taken into consideration and when considering whether to grant a request for term-time absence, we will take account of local and family circumstances as well as ongoing attendance levels.

It is important to note that Parents or Carers who take their children out of school without authorisation or who

fail to ensure their children's regular attendance at school may be reported to Torbay's Attendance Service to decide if a fine is to be issued. The fine, payable to Torbay Council and not to the Academy, is a penalty notice of £60 per child, per parent per absence period. If unpaid within 28 days this rises to £120 per child per parent.

**The Governors agreed that I should not authorise holidays in September or in the month of May for Year 2, June for Year 1 and for March, April or May for Year 6 children as this is when these year groups do statutory national tests and preparation in Year 6. In addition, only one holiday per year for exceptional circumstances, is authorised.**

## Behaviour

We implicitly believe in, and practise, positive discipline as a policy. This means that we encourage the children to take responsibility as soon as they can. Alongside that, they must have an understanding of the rules we have which facilitate the corporate good.

### Shiphay Learning Academy asks that children:

- appreciate the needs of each individual and treat everyone with the same respect they would wish for themselves
- listen and follow instructions given by an adult the first time
- make sure that everyone stays happy and safe and do nothing to harm anyone by using hands, feet, objects and hurtful remarks
- look after things that belong to the school and others
- allow everyone to learn and do not disrupt any lessons
- do not go out of school without permission

Children are encouraged to be caring towards each other, to be polite, take pride in their appearance, respect the beliefs and ideas of other people, and care for our school, the neighbouring community and the property of others.

### **We have four over-riding principles**

- ❖ Everyone on the staff takes responsibility for encouraging good behaviour.
- ❖ We actively seek to catch the children doing something right and praise them for it.
- ❖ Everyone gets to mess up once and should receive guidance to help them do better next time.
- ❖ Everyone has the opportunity to fail with dignity. Public humiliation is never acceptable.

We are proud to say that our parents and carers are very supportive of the school and its insistence on high standards of behaviour as well as its supportive approach to dealing with unacceptable behaviour.

We believe that all children have the right to learn and all teachers have the right to teach without disruption and aggression.

If a child's behaviour is giving cause for concern, parents and carers will be informed.

There is a clear system of rewards and sanctions throughout the school and the Pastoral Care Policy details how this works. Copies are available on the website.

## Core Value

What do we want our children and community to be? What skills and attitudes are going to support our children in becoming life long, resilient learners who can make a positive contribution to society and the communities in which they live? Our Core Values reflect our response to these fundamental questions. At the heart of all we do are our Core Values, which are:



- Aspiration - We want everyone to have ambition and strive, not only to achieve their best, but continually seek ways of improving beyond that.
- Creativeness - We want everyone to generate and extend ideas, explore possibilities, make connections, solve problems and turn imagination into reality.
- Respecting - We want everyone to value and celebrate diversity and difference in their learning, relationships and interactions.
- Contribution - We want everyone to have a sense of belonging and to show active commitment to their communities and to their own personal development.

These lead our curriculum and all aspects of our work and our aim is for them to be visible in what we do and how we do it and also in our environment. We aim to live and breathe them as they become an embedded, implicit part of Shiphay Learning Academy.

## Child Protection

Schools have an important part to play in the detection and prevention of child abuse.

Parents and carers should be aware that where it appears to a member of the school staff that a child may have suffered a non-accidental injury or abuse or discloses abuse, the school is required by law to report the matter to the Social Services Department immediately.

Consequently, in such situations, it is likely that the parents and carers will be contacted by a social worker and not by the school. The Designate Safeguarding Lead at Shiphay is our Learning Mentor, Teresa Porter.

## Complaints

This school values its relationship with parents, carers and our local community. We are happy to receive suggestions and comments on what goes on within school. This can help us to identify areas of success and where we can make improvements. We believe it is important that anyone who raises a concern is treated seriously and that their concerns and complaints are dealt with fairly. Usually, concerns can be dealt with informally and can be resolved satisfactorily through discussion. Occasionally, a concern cannot be resolved in this way and it may become a complaint.

When someone raises an issue with a member of staff, a governor, or the clerk to the Governing Body, it may be easily resolved by the person contacted. Sometimes, this will not be possible and they will refer the matter on. Before doing so, some details will be recorded about the concern and the person raising it. An idea will be given of when a response can be expected. The day to day running of the school is the Headteacher's responsibility, so all concerns about this will be referred to the Headteacher who will make contact.

Every effort will be made to resolve the matter informally. However if this is not possible the person may wish to take the matter further and put the complaint in writing. This will then be brought to the attention of the Chair of Governors. Please see the Complaints Policy on our website for details.

## Charging Policy

We believe in the importance of providing a rich and diverse curriculum for all our pupils with opportunities provided to extend pupils skills and interest wherever possible. In practice this means that we offer a range of drama, literary, art, music, sport, science, residential and other experiences for this very purpose. Although many events are provided free of charge, we sometimes ask for parental contributions although we invariably subsidise all additional activities. In addition:

- We are always mindful of not asking for too many contributions in any one period.
- Trips and visits outside school hours are optional extras and the law allows the school to charge for these.
- If parents and carers are having difficulty contributing your child will still be able to take part in

activities during school hours. However, in the event of insufficient contributions, it may be necessary to cancel events.

- If you have any difficulties please contact the Headteacher and we will see if we can help in some way. The complete charging and remissions policy is an insert of this prospectus.

## Children's University

The Children's University aims to make a difference for children and encourage them to be active participants in life and their community through offering a range of exciting, innovative activities, clubs, associations and classes and by visiting places of enrichment e.g. museum, zoo, Living Coasts and many more validated learning activities. The Children's University is particularly interested in raising attainment and aspirations as a result of this participation, encouraging children to find exciting and creative learning activities that they will enjoy and feel proud of their achievements. We lead the C.U for Torbay and every year many Shiphay children aged 5-11 graduate at the University of Plymouth.

## Curriculum Enrichment

We are regularly involved in additional cross-curricular projects, both from our talented staff as well as with outside agencies.

- There are around 30 extra-curricular clubs offered by staff across the school year.
- We have a programme of visiting artists, dancers and musicians to enrich the creative experiences of the children.
- French is taught right across the school.
- Year 5 children all have the opportunity to learn to play the violin, the clarinet and steel pans under the Wider Opportunities initiative.
- We have strong links with several secondary schools to provide media, art, Maths and French opportunities.
- We are also linked to Torquay Boys' Grammar School for a wide ranging additional sports programme and our children have participated in local tournaments and festivals.

## Curriculum Statement

At Shiphay Learning Academy the curriculum is central to the quality of our provision for all pupils, which is why we plan it so carefully. From Year 1 to Year 6 the National Curriculum Programmes of Study form the core of what is taught. Children in the Foundation Stage follow the Foundation Curriculum with its emphasis on activities appropriate to children aged three to five years old.

The new 2014 National Curriculum comes from a different educational philosophy. It is a **mastery curriculum**, which means that there is greater emphasis on meeting each concept in many different ways and being able to apply them in a range of contexts.

The expectation of the new curriculum is that every child will be working within the objectives for their year group with the aim that they will all have a secure understanding by the end of the year. Those children who attain the objectives more quickly, will not move on to objectives from a higher year group, as they did under levelled objectives, but they will study these objectives in more depth, developing mastery understanding.

More information on the **mastery curriculum** from the government expert can be found here:

<https://www.youtube.com/watch?v=-q5vrBXFpm0>

The new curriculum also expects much more of children than the previous curriculum, e.g. children used to learn the 2, 5 & 10 times tables in Year 2, this now happens in Year 1.

In every year the expectations have been raised, the curriculum has become more challenging, and children are expected to learn more, and in greater depth.



We believe that our children have a right to a broad and enriching curriculum that enables them to fulfil their potential. Through our curriculum, children develop an enthusiasm and lust for learning. They develop the skills, knowledge and attitudes that will enable them to enter the world of work and become lifelong, independent learners. Raising standards is the overall outcome.

Pupils predominantly work in classes or groups attached to a class teacher following the appropriate curriculum which states what is to be taught in each subject. Our organisation ensures a progression so that each child follows a developing scheme of work in each subject at his own level regardless of age. Our policy is very much to encourage each child to work at an aspirational level with a focus on the depth of learning and understanding and teachers plan with this in mind. Often this work is organised into broad themes which encompass many subjects. Sometimes specific content is taught in a block. The emphasis between Key Stages is different.

- ❖ At the Foundation Stage children are given experiences that develop a range of personal, physical, cognitive and learning skills and behaviours. There is a key emphasis on exploration through play and as children in this Key Stage attend periodically, between one and ten sessions, there is a difference in the levels of exposure prior to reaching their fifth birthday.
- ❖ At Key Stage 1 the stress is very much upon laying a firm foundation in all personal, physical, cognitive and learning skills and behaviours in addition to National Curriculum subjects with an emphasis on learning through experience, including play.
- ❖ At Key Stage 2 the emphasis progressively focuses on individual subjects. Teams of teachers work together to carefully plan the most appropriate way to deliver the curriculum according to the age and ability of the child. However, a key focus of our pedagogy is to enable the child to develop an appropriate range of personal, learning and social skills to allow them to capitalise upon their academic experiences.

As an academy, we can craft our own curriculum and we are committed to a broad and balanced provision that engages children but we don't lose sight of the vital importance of learning the basic skills of literacy and numeracy and these subjects take up the greatest proportion of time. Every day all children have lessons in aspects of literacy and we place emphasis on immersing children in good literature and encourage them to develop a love of reading and books. There is also a daily mathematics lesson where children are encouraged to develop real understanding and good mental recall skills.

Information Technology (IT) skills are taught to all children and we have a wide range of technologies for the children to use in the classroom. All of our Year 4-Year 6 children have a personal iPad provided by the academy and all other children have access to a class iPad resource as well as laptops and other devices. We were in the first group of schools to achieve the National ICT Award to reflect our commitment to, and high standards in, the use of ICT as a tool to deliver effective teaching and learning. ICT is used to deliver all subjects to enhance and extend learning for all not just in the use of computers but also in digital photography, radio broadcasts, animation, programmable models and film making as part of our role as lead school in an I.T. Learning Network for all Torbay Primary Schools.

## Data Protection

### What information do you give us?

Information provided by parents about their child comes to the school and the Local Authority (LA) in many ways. These include the following:

- Parents fill out an admission form for their child to start at a school.
- Teachers assess pupils' work, and write down marks and grades.
- Pupils write comments on their school work.
- Teachers and pupils set targets for learning.

- Parents fill out forms to apply for benefits such as free school meals.
- Some children have special educational needs (SEN); to find out exactly what these needs are information on the child's school work is looked at; comments are written in an SEN file for the child; this information can also be stored on a computer.

There may be other sets of information which are not listed here.

### **What happens to this information?**

The school and LA have to look at all this information in different ways. This helps us to find out how well children are learning in school. It also helps us to look at the service we provide, and to see how good it is. By doing this, we can see what changes might make a difference in the future.

The information you provide may be stored on computer or in manual form. It will be used only in connection with education. We hold computer records on all pupils. We use the information in a number of ways; to keep up to date with pupils' education progress, to monitor the effectiveness of our school and Local Authority, and to provide statistics (which do not identify individuals) to the Department for Education and others. Your details may be passed on to other relevant organisations listed in our registration under the Data Protection Act. You and your child have the right to see the information held on them. You can see a description of the type of information we hold and may see your computer record at any time. Help us to help you by keeping us up to date with any significant changes in your circumstances.

## **Equal Opportunities**

Our children come from a variety of social and cultural backgrounds. It is the school's policy that all children, parents, carers and staff be treated equally, regardless of gender, religion, race, nationality, social background or physical impairment.

We aim to ensure that the experiences of all pupils are valued and reflected in the curriculum. We value the richness of the multi-ethnic world and aim to celebrate the individual for their own merits.

We provide an inclusive atmosphere based on respect for others and ourselves.

We believe that everyone is equally important and that no-one has the right to harass, insult or cause offence to any other person for any reason.

We particularly reject any abuse of individuals for:

- The colour of their skin
- Their nationality or accent
- Their religion
- Their looks or what they wear
- Their height or weight
- Their physical impairment
- Their gender
- Their age
- Their ability or lack of ability
- Their likes or dislikes
- Their popularity or lack of popularity
- Their home or family circumstances

We are all individuals with difference, but we are all equal members of the Shiphay Learning Academy community

## **Friends of Shiphay School (FOSS)**

FOSS aims to offer parents the opportunity of wide involvement in the life of the school through a variety of activities each term. These range from social evenings, fund raising activities to curriculum events. This helps

to foster good relationships between children, parents and teacher. The fund raising helps ensure that children of Shipway have access to the best resources available.

Every parent of a child in the school automatically becomes a member of FOSS. The Association which is a registered charity, is organised by a group of parents and any new parents, who would like to become involved and serve on the committee, will be very welcome.

## Growth Mindset

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. We believe that they are wrong.

In a Growth Mindset, people believe that their most basic abilities can be developed through dedication and hard work; brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a Growth Mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships, self-esteem and achievement and for these compelling reasons, we promote and practise this research-based philosophy developed by Carol Dweck of Stanford University.

Check it out at [https://www4.esu.edu/academics/enrichment\\_learning/documents/pdf/developing\\_growth\\_mindset.pdf](https://www4.esu.edu/academics/enrichment_learning/documents/pdf/developing_growth_mindset.pdf)

## Helping in school

We are always keen to have help in and around school.

- Come and help in classrooms, working with individuals or small groups of children.
- Help with displays or photocopying.
- Help with school visits to places of interest or to the swimming pool.
- Join the Parent Forum.
- Help FOSS to raise funds for all the extras the children need.

All parent helpers are now required to submit a disclosure. Ask at the Office for details.

## Healthy Schools' Award

We have always had a healthy eating policy in school, where all children can bring fruit for their break. Not a crisp, biscuit or sweet in sight! We developed this with Café Time and an improvement to the way lunches are served and eaten. We encourage children to stay fit through walking to school and we all have 15 minutes aerobic exercise every morning. For our award we also focused on managing pressure and stress for the fifty or so employees at the school. This along with good policies and practices gained us this national award. So help us to educate your children to be healthy into adulthood by only sending in fruit for breaks, not putting sweets in for lunches and encouraging them walk to school whenever possible.

## Home Learning

All children will bring home some tasks to complete, the amount being set according to age. You can help them to develop good learning attitudes and make the most of their potential by ensuring that homework is completed on time.

### **All children need to:**

- Read every night if possible. This should be for between 10 minutes in Key Stage 1 and up to 30 minutes in Key Stage 2. Reading at home REALLY, REALLY makes a difference to children's academic success so the time spent is well rewarded.

### **All but Lower School children need to:**

- Learn spellings weekly
- Learn multiplication tables or number facts weekly

### **All Upper School Children need to:**

- Complete extended homework tasks termly.

### **Some children will need to:**

- Complete unfinished work.
- Practise handwriting.
- Work on specific projects.

**Parents are sent a homework letter detailing the expectation for each class.**

## **Governing Body**

Ms Elaine Gill	Headteacher
Mrs Clare Foulds	Member Appointed
Mr Gary Hotine (Vice Chair)	Community Representative
Mrs Catherine Monroe	Staff Representative
Mrs Karen Pollock	Staff Representative
Mrs Denise Russell	Staff Representative
Mr Mark Tucker (Chair)	Parent Representative
Mr Tony Williams	Community Representative
Mrs Chantal Bailey	Clerk

The Governing Body consists of a group of people who are jointly responsible, with the Headteacher, for all aspects of the governance of the Academy. As Shiphay is a state-funded independent school, they are also Directors of the Company and with our charitable status, they are also Trustees of the charity. The Academy is no longer affiliated to the Local Authority although it is pleased to be able to work in close partnership for the benefit of our families.

There are five main committees which undertake delegated responsibilities and through which the majority of the business of governance is conducted. These are:

Finance, Standards, Personnel, Pay and Children and Families. Governors meetings are held at least termly or more frequently if necessary.

## **Helping your child**

At Shiphay Learning Academy we have very positive relationships with our parents. All the staff give willingly of their time to meet with parents and carers, listen to any worries, try to find solutions and to offer support.

If you feel and talk positively about school this will rub off on your child and they will be well settled in school and at home and will make good progress.

**These are a few ideas on how to help your child make the most of the opportunities school has to offer:**

- Ask about what they enjoyed in school. This is better than asking them if they had any problems

because they will quickly learn that this is what you want to know and will focus on thinking of something to tell you.

- Listen to what they say and encourage them to reflect on what they have learnt. Children find this quite difficult and will need encouragement.
- Engage them in conversations. Computers and technology devices are great but they don't help children develop good social skills and vocabulary.
- Share books with them every day if you can.
- Play games with your child.
- Encourage them to "have a go" at things.
- Insist that they do their homework and get it in on time.
- Limit television watching to suitable programmes.
- Don't let them use a computer or device for at least an hour before going to bed and make sure they have plenty of sleep so they are fresh and ready to learn.

## Helping your child organise

Children are much more relaxed and confident if they arrive at school in good time and well prepared. To help, you can support them by being organised and ensuring:

- Reading books and homework are brought in on the right day.
- Their iPad is in school daily, charged and ready to use.
- P.E. and swimming kits are in school on the right days.
- Your child is in school before 8.55 and does not leave before the end of the day.
- Permission slips and forms are returned promptly.

If you are worried about anything please don't hesitate to come and talk to us. We will do our best to help and similarly we will contact you if we have any concerns.

## Holidays in Term Time

Please see the [Attendance](#) section.

## Illnesses and Medication

If a child is taken ill during the day, or has head lice, you will be contacted by telephone. Please make sure that we have an up to date telephone number and emergency contact.

If it is absolutely necessary for medicines to be administered during the school day, please deliver the medicine personally and complete a green form regarding the treatment. We are only able to administer medication that is prescribed by a doctor. Children with asthma keep their inhaler with them and if your child has an allergy please let us know.

## Insurance

Shiphay Learning Academy is insured against its legal liability for any injury, loss or damage caused to pupils as a result of negligence on its part or that of its employees, servants or agents. Pupils attending schools are not insured for personal accident benefits while on education premises or taking part in recognised activities outside the school, although we do take out insurance for residential trips.

The Academy expects all employees and pupils to accept full responsibility for their personal possessions, including money and to consider taking out insurance themselves to cover any risks.

## Investors in People

- An Investor in People is fully committed to developing its people in order to achieve its aims and objectives.
- An Investor in People is clear about its aims and its objectives and what its people need to do to achieve them.
- An Investor in People develops its people effectively in order to improve its performance.
- An Investor in People understands the impact of its investment in people on its performance.

These are all the standards that we had to meet in order to achieve the prestigious Investors in People Award in 2002 and our very successful reassessments in March 2006, January 2010 and January 2013 when we retained Gold Investor status. We employ over seventy staff who all play a very important part in making Shiphay Learning Academy the special place it is.

All staff are dedicated and work very hard for the benefit of the children and their families and have an immediate effect on the ethos of the school and consequently upon how well children learn. So we provide a very comprehensive and high quality training package for all staff so that we can make the best use of their talents and skills. Each group has its own training programme. A well trained staff is better able to provide a high quality education to all children.

As our 2013 report said "You achieved IIP Gold award status three years ago and it is a challenge to continue to improve from that high level. However, it is obvious from my visit that you continually aspire to push the boundaries of your excellent 'people practices', as you do with the support that you give to your children. I can think of very few organisations, in my experience that can match your school for developing a team that is so firmly focused and well supported in ensuring that you achieve your vision.

## Inspection by Ofsted

The Office for Standards in Education (Ofsted) inspects schools and academies. As an Outstanding Academy with outstanding academic results we are no longer subject to general inspection and Ofsted and the DfE undertake a rigorous assessment of our standards and other factors annually. We were inspected in October 2007 and this resulted in an excellent report. The school was deemed to be "**Outstanding in all areas**". A copy can be viewed on our website and is enclosed with this prospectus. This judgement was formally reviewed in 2011 and we were judged to have maintained this 'Outstanding' category. The DfE undertake a robust annual assessment of the school to ensure that we maintain the outstanding standard.

However, we are anything but complacent. We constantly strive to provide the very best of opportunities for our pupils and their families and to maintain our high standards with the support of our pupils, parents and governors.

## Jewellery

For the safety of all, we ask children not to wear jewellery to school, except for a watch and earrings. Earrings, if worn, must be studs only and will need to be removed before physical education (P.E.). If this is not possible, we place micropore tape across the earrings to prevent them from causing any injury during the lesson. We are unable to accept responsibility for any lost jewellery.

## Leaving school during the day

If your child needs to leave school during lesson time to visit a doctor, dentist or optician, please contact the School Office with details. If you can we ask that you make appointments out of school hours but we understand that this is not always possible.

Children must be collected personally from the school and will not be allowed out of school on their word alone.

When you arrive to collect your child, they will be signed out by one of the administrative staff and signed back in when they return.

If you have more than one child in school, please make arrangements for them to be picked up at the end of the day if you have to take a brother or sister home, as we cannot authorise children leaving school early



without good reason.

## Lost property

Lost property is returned to children if the items are clearly named. Every year we dispose of vast quantities of unnamed and unclaimed clothing. Please help prevent this waste and safeguard your hard earned money by naming all clothing.

## Lunches

There are two options for your child. They may have a school lunch or bring a packed lunch. We run our own excellent catering service, which provides a two course midday meal. There is also a Soup Menu and the option of a Jacket Potato that encourages children to have a well-balanced diet. Please note that no sweets are permitted in school and this also applies to lunchtimes. If you pay for your child's meal, payment should be paid online at ParentPay, for which all parents have an account. Menus are on a three week cycle and change termly; they can be accessed on the Home Page of our website. Free school meals are also provided to all pupils in Reception, Year 1 and Year 2 and to older children who qualify. To find out if you qualify for free meals for your child in Year 3-Year 6, please call into the Families Reception where they can advise you. Please claim even if your child doesn't take a school lunch as the school receives additional funding based on claims.

## Music

Shiphay Learning Academy encourages children to be involved in a variety of musical opportunities both in and out of school. Apart from the curriculum for music which all children receive, we have a choir, an orchestra, music clubs and a Performing Arts club. In addition, children in Y5 learn the violin, clarinet and steel pan as part of the Wider Opportunities scheme.

We also provide an opportunity for children to learn an instrument with qualified music teachers in an individual or group music lessons. These lessons are delivered in school time and are very popular. Music Teachers set their own charges and contracts are with them and not the school. Children can learn a wide range of instruments including flute, clarinet, oboe, violin, cello, trumpet, French horn, piano, keyboard, guitar, drums and percussion. Children begin lessons when they are physically able to handle the instruments, usually in Year 2 or Year 3 and instruments are available to hire. If you are interested, contact Julie Sparkes in the School Office, who administers the scheme [jsparks@shiphay.org](mailto:jsparks@shiphay.org)

## No-Smoking Policy

Shiphay Learning Academy and its buildings and grounds have been designated as no smoking areas and this includes the use of electronic cigarettes too. Please support this by not smoking anywhere on the premises. Thank you.

## Nursery

Our Nursery opened in April 2005 and is located in The Orchard, our purpose built nursery and community facility attached to the school. The curriculum is planned, as part of the school, by teachers and other qualified staff. Contact The Orchard Administrator, Chantal Bailey [cbailey@shiphay.org](mailto:cbailey@shiphay.org), if you would like a place for your child.

Up to five 3 hour Nursery sessions per week are free to parents and in addition to nursery sessions we offer childcare and lunch for 3 and 4 year olds at very reasonable prices, so your child can be cared for and educated in one quality setting from 9.00 - 3.00 for just £12.25 per day. Parents in receipt of certain benefits can claim up to 80% of these charges back. In all we have places for up to 84 children each day. In addition we offer breakfast, after school and holiday clubs for 3 to 11 year olds.

Breakfast begins at 7.30 and After School Club finishes at 6.00. All designed to enable the busy or working

parent the confidence of knowing that their child is being cared for in a place you know and trust—their school. Children at these clubs have the opportunity to play with their friends and a range of safe equipment. The Holiday Club runs every day during the holidays and with the exception of non-pupil days and Christmas weeks.

The Breakfast, After School and Holiday Hubs are provided and staffed by the school on the school site. **See our Orchard Prospectus for further details.**

## Punctuality

We open the school doors at 8.45 when the children can come in and prepare quietly for the beginning of the day. Children should not be in school before this time as there is no-one looking after them. Registration is at 8.55 and children arriving after that time are registered as late and often feel embarrassed and unsettled, particularly if they miss the beginning of the lesson. Please help them to be on time. It is also important that children are picked up promptly at the end of the day. We have published a pamphlet that provides all the information parents need. This is available in the Families Reception and on our website.

Your child's education is important and being late will mean:

- Missing the beginning of lessons
- Not hearing important information about school and lessons
- Lessons disrupted for other children in the class when your child arrives late
- And could mean:
- Not being able to complete work because your child missed vital information
- Your child being embarrassed at having to enter a room where a lesson has already started
- Being late for the start of important assessment work or tests
- Your child failing to learn an important life skill as employers will expect good time keeping and children need to learn this from an early age.

Research has shown that there is a close link between attendance at school and a child's achievement. Being late adds up to a loss of learning:

- If your child is 5 minutes late every day, that adds up to over three days lost each year
- Your child being 15 minutes late every day is the same as being absent for 2 weeks per year

All time out of school affects learning and achievement for all pupils. For their sake, please make sure that your child arrives at school on time.

## Religious Education

R.E. is a compulsory subject in this country and we deliver it using the Devon and Torbay Agreed Syllabus.

Our aim is to help children gain an understanding of religious beliefs and practices so that they may come to terms with their own faith, yet respect the rights of others to hold different beliefs, so encouraging greater tolerance and understanding.

Parents have the right to wholly or partly withdraw their children from R.E. If this is the case, please come and discuss it with the Headteacher.

## Sex and Relationships Education

We believe that Health Education is fundamental to the personal development of every individual of which sex education forms an integral part. As well as the biological aspects of how the human body functions, develops and reproduces itself, sex education at Shiphay also includes the exploration of love, the importance of relationships, sexuality and responsibility towards oneself and others. Sex education in school is a developmental process that starts in Reception and continues right through the school.

Our Sex Education Programme is delivered in such a way as to have due regard to moral contexts and the value of family life. Staff are therefore required to present a calm and sensitive approach to human sexuality. This approach is implicit in our ethos that promotes balance and clear moral guidance. Therefore Sex Education is delivered within the Science, Pastoral Care and R.E. curriculum. In accordance with the Education Act 1993 parents are entitled to withdraw their children from all or part of the sex education video and discussion without explanation. If parents wish to do this they must inform the school in writing. Parents may not however withdraw their children from the sex education elements of the science curriculum. Parents can request an opportunity to discuss the material used, with the Headteacher. The full policy is available on our website.

## School Hours

The school gates open at 8.40 and we open the doors for children to enter at 8.45am and for their safety children should not arrive before that time. Registers are taken at 8.55 and at the beginning of the afternoon session. School finishes at 3.10 for Foundation and Key Stage 1 and 3.15 for Key Stage 2.

For Orchard session times, please see that section.

## Security

We take the children's safety very seriously. Please help us by being aware of these guidelines.

- Children who are late for school should come to the Families Reception and sign in the late book.
- If you have an appointment to see a member of staff or are visiting during the day, please report to the Visitors Reception accessed via the playground gate.
- Please let us know if another adult is going to collect your child. We don't like to hand children over to strangers.
- Please ring if you are going to be late picking up your child.
- Teaching Assistants are on duty at the school gates at the end of the day to check that children leave safely and with an appropriate adult. Children who are not collected on time will go to the Families Reception.
- All doors to the building are secured electronically during school hours.
- Dogs (other than Guide Dogs), bikes and scooters are not allowed on the playgrounds for safety reasons.

## School Uniform

We are proud of our uniform at Shiphay. The children look smart and we believe that it gives them a sense of belonging and pride in their school.

We ask for your co-operation in continuing the uniform tradition at Shiphay.

**\*These items can be purchased from the school. Please collect an order form from the Families Reception**

### Winter

Silver grey polo shirt\*

Navy blue skirt, pinafore, culottes or trousers

Red jacket with school logo\*

Sensible low heeled shoes **not trainers**

## Year 6 Winter

Red polo shirt with logo\*

Navy blue skirt, pinafore, culottes or trousers

Silver Grey jacket with school and Y6 logo\*

Sensible low heeled shoes **not trainers**

## Summer

Silver grey polo shirt with logo\*

Navy blue skirt, trousers or long shorts

Red and white checked summer dresses or culotte dresses

Sandals or sensible shoes should be worn

## Y6 Summer

Red polo shirt with logo\*

Navy blue skirt, trousers or long shorts

Red and white checked summer dresses or culotte dresses

Sandals or sensible shoes should be worn

## P.E. & Games

Red polo shirt or tee shirt

Black shorts

Trainers

P.E. clothing is essential but please buy Velcro fastening trainers for the Infants. Plimsolls are only appropriate for outdoor PE for Early Years pupils. All children should have a named shoe-bag\*, which can be hung on their cloakroom peg.

## Craft and Art

Painting Apron or old shirt is very useful.

## Extra Items Available to Buy.

Fleece hats and scarves, P.E. bags and homework/book bags are also available to buy at the School Office. **Please ensure that all items of clothing are clearly named. If your child has grown out of their uniform and it is still in good condition, we would be grateful to have it to use as spare clothing.**

## School day

The school day begins at 8.45 when the doors open and we welcome in the children. Registration takes place at 8.55 and at 9.00 lessons begin. During the morning children will take part in a range of curriculum subjects punctuated by assembly at some point and a mid-morning break in Middle and Upper School.

Lunch is taken in sittings and children have a longer playtime during that break when important social skills are learnt.

In the afternoon, lessons continue after registration until the end of the school day at 3.10 or 3.15, dependent upon the Key Stage. Then it is home for a well-earned rest at the end of a busy day!

## Special Educational Needs and Disability

The school has a policy for SEND in line with the SEND Code of Practice and our SENDCo (SEND Co-ordinator) is responsible for implementing and monitoring this policy. The Governing Body also has an oversight through the Children and Families Committee and have appointed a SEN Governor, currently Mrs Catherine Monroe who supports the SENDCo and keeps an oversight of all the elements of SEND. At some time or another, many children have special educational needs. It may be in an area of learning, a physical impairment, a behavioural or social issue or an exceptional ability that needs to be addressed. Their needs may be long-term or temporary. We deliver the curriculum to children with a wide range of abilities in a way that aims to address all their needs. This is called differentiation.

We keep a register of children in school with SEND and monitor their progress regularly. Each child who has SEND has a Support Plan, which details specifically how the class teacher and support teacher will meet their needs.

Each Support Plan is written and reviewed by the class teacher and SENDCo at least termly. The SENDCo liaises with outside agencies (Behaviour Support, Learning Support etc) to support a child's progress. The SENDCo also liaises with other agencies, such as Educational Psychology Services, Speech and Language, Social Services etc. Some children's needs are so significant that an Education, Health and Care Plan (EHCP) is prepared and additional support is allocated. Each class has at least one Teaching Assistant who supports children with special needs as one of their roles. In addition we provide accelerated learning support for groups of more able pupils and our Learning Mentor supports children with behaviour or emotional difficulties.

## Sport

We aim to provide each child with a wide variety of physical activity as we feel that it plays an important part in ensuring healthy development.

The P.E. curriculum at Shiphay places great value on the development of both skills and enjoyment in sport, through a planned progression of physical activities from Foundation to Year 6.

There are two P.E. sessions each week for all children encompassing games, gymnastics and dance.

We offer a range of opportunities to take part in different extra-curricular sports for enjoyment. All teams are encouraged to play skilfully, enthusiastically and fairly.

We are a partner school with Torquay Boys' Grammar School and are active participants in inter-school tournaments and work closely within a community of schools to promote interest in sport and encourage participation regardless of ability.

## Starting school

If your child is due to start school in Reception, there will be several opportunities for you and your child to visit school. There are regular termly tours of the Academy to view us at work. In the term before your child starts school there will be a meeting with the Headteacher for parents and carers to talk about the important issues for new parents and children. You will also be able to meet with the class teacher and Team Leader of Lower School and discuss how to prepare your child for school. Children will visit their new class and teacher and we run a series of induction sessions for you and your child. You will receive a Starting School Goodie Bag, which contains all the information you will need.

If your child is starting at any other time, you are encouraged to visit and will receive a New Pupil Goodie Bag. All new children who join us late, and their parents, are supported by our Learning Mentor.

## Swimming lessons

Learning to swim is such an important life skill, particularly when you live close to the sea as we do.

All the children in Years 2, 3 and 4 undertake a course of swimming lessons at Oldway Primary's pool across the year. In addition, all Y6 pupils who are still not confident to swim 25m have an additional course of lessons.

Children need a swimming costume or trunks, a towel and a plastic bag. Children with long hair need to wear a swimming hat.

## The Orchard@ Shiphay

The Orchard, opened in April 2005, brings together high quality education and childcare for three and four year olds in our new, purpose built accommodation run jointly by our two Nursery Managers. Together with their well-trained and professional staff, they offer a structured, stimulating, exciting and caring environment.

By providing affordable childcare and before and after school provision for three to eleven year olds, children benefit from the very best care from experienced and caring professionals. We make free provision of up to 30 hours for eligible families.

We believe that parents and carers are the most important people in the lives of their children. The closer the links with parents and carers, the more effective the learning becomes. That is why we work so very closely with you to ensure that the children get the very best out of their time here as they prepare for their next big adventure - school!

## Transfer to another school

If you move to another area and your child needs to go to another school, please let us know as soon as possible. Parents are only able to transfer children between Torbay schools at the beginning of a half term unless you have moved house. We will make sure that your child has a positive end to their time at Shiphay and that they are able to say goodbye and move on confidently. We will send your child's record of their achievements and progress to their new school. Please don't forget to collect their personal belongings before you go.

## Transfer to Secondary School

In the Summer Term of Year 5 parents will receive information from Torbay LA about their child's transition to secondary education in the form of a booklet called TIPS 1.

There are a lot of different types of schools in Torbay and the process can be quite complex so the Headteacher holds a meeting for Year 5 parents as soon as this booklet comes out to guide them through the process.

One option is for children to take a set of selection tests, held over two Saturdays in September, for one of the three Grammar Schools or the Bilateral School, which has a Grammar stream.

This test is designed so that children with very high ability in English and Mathematics can attain the pass mark and the Year 6 staff are very willing to give guidance as to whether this test is appropriate for individual children. For those pupils who take the tests, information regarding whether their results indicate the possibility of a place is sent to parents and carers before the deadline for applying for a school.

## Visiting the Academy

Parents are encouraged to take an active interest in their children's school life and the children know when parents and teachers are in constant touch and working together for their benefit. We cannot emphasise strongly enough the importance of parents contacting us if they have any worries or concerns and to not leave issues unresolved. We really are committed to trying to solve all difficulties and will work hard to



achieve this.

If it is a matter of urgency the Headteacher is only too willing to see parents at any time. If she is in school and doesn't have another commitment, she is happy to see parents without an appointment. Alternatively parents can email her at [head@shiphay.org](mailto:head@shiphay.org) and she will respond very promptly.

If the matter is likely to need time for discussion it is best to make an appointment to see her so that she can have the opportunity to do some information gathering in preparation.

The staff are always willing to see parents to discuss points that might arise with the work your child is doing and the progress made. This is best done at the end of the day so that classes are not kept waiting and teachers are available in the playground or at the gate.

If you want to have a quick word with the class teacher before school, please call at the Families Reception first so that we know you are waiting. Please do not come in via the Children's Entrance as not everyone knows who you are and this compromises security.

However, if the enquiry is more than routine parents should contact the Headteacher first.

We have Parent Consultation evenings in the Autumn and Spring Terms, which are opportunities for parents and teachers to get to know each other and discuss the child's general attitudes, personal targets, progress and behaviour.

In the Summer Term we have an Open Evening to celebrate pupils' work. If parents wish to have a longer discussion about their child's annual report, they can make an appointment with the class teacher. All children take home written reports at the end of the school year.

## Water for health

There has been a growing school of thought that the cause of lapses in concentration and general lack of energy in the workplace is due to dehydration. This is particularly true where computers and photocopiers are present and as these are a part of every school building and classroom. Please be aware that we can only **encourage** children to drink during the day.

All children at Shiphay are encouraged to bring a named sports' drinks bottle containing PLAIN WATER to school every day. Sports' drinks bottles are ones with a pull-up top to drink through. Children keep their bottle in class where they can have access to a drink of water when they need one. This will both ensure that children have the liquid intake they need and cut down on the necessity to leave the classroom for a drink.

It is important that only water is in the bottle as this has the most beneficial effect. Many soft drinks actually dehydrate.

## 'Xtra' information

Some additional information that you will find useful is to be found on our website or is available from the Families Reception

- 1: School term dates for the current academic year and beyond.
- 2: Charges and Remissions
- 3: Most recent SATs results
- 4: Data Protection Act-fair processing notice
- 5: Our Ofsted Report Summary