

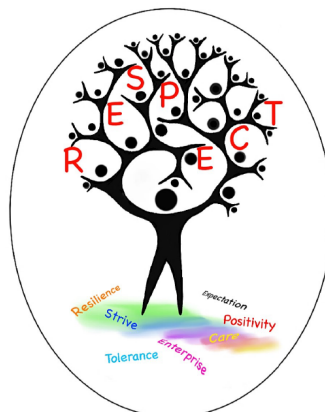
Striving for Excellence

Bringing Pupils, Parents and Teachers together



Scawsby Junior Academy

Barnsley Road
Scawsby
Doncaster
DN5 8NQ



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A letter from the Headteacher

Dear Parents/Carers

Welcome and thank you for taking the time to read our prospectus. I am pleased to have this opportunity to tell you about our school and hope it will give you an insight into the wide range of opportunities offered to every pupil.

Our school has long had a reputation of excellence; our teaching and support team are passionate about teaching and learning and particularly about how children learn best.

Our aim is to establish and maintain high standards of attainment, achievement and behaviour in a caring and welcoming environment. We are committed to delivering a high quality experience for all our children. Successful delivery of education always has at its root an effective partnership between home and school. We share your aspirations for your child and aim to work with you in providing a secure, happy and stimulating environment in which the children will be encouraged to learn and in which they will be well-prepared for the future. We are firmly committed to providing the best possible chance for each child in school, and through the delivery of a high quality learning experience believe that we can maximize and nurture potential.

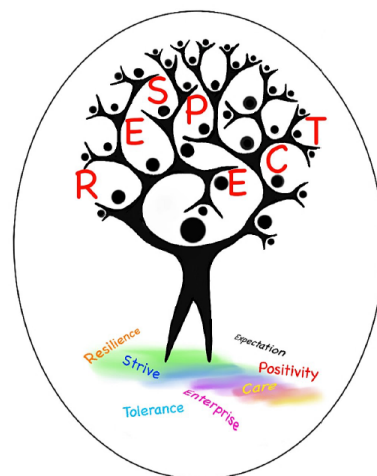
I am very much looking forward to meeting everyone and to the coming academic year. I am sure that together we will help to produce happy, settled children who enjoy school and are able to take ownership of their continuing learning journey.

This prospectus is intended to provide you with some basic information to help you become familiar with the way the school operates. I hope you will find it useful. However, should you wish to find out about any aspect of our school not covered in this brochure, you are warmly invited to come and talk to us.

I am sure that together we will help to produce happy, interested children who enjoy, and are engaged in, all aspects of school life.

Yours sincerely

Mrs S Lindley
Acting Headteacher



General Statement

It is our intention to assist all children to achieve their maximum potential across the whole of the National Curriculum. By having high expectations, and rigorous monitoring and support systems, we aim to identify and address individuals' particular curricular and pastoral needs.

We believe that school should be a safe, harmonious but also challenging place where children extend their ability in preparation for future experiences. We feel that progress is optimised through a commitment to parental involvement in the school process.

A strong emphasis is given to acknowledging and rewarding success and effort.

Safeguarding Children Statement

Scawsby Junior Academy is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Our school fully recognises its responsibilities for child protection and safeguarding. All staff and governors have a full and active part to play in protecting and safeguarding the children in our care, and the child's welfare is our paramount concern.

The Designated Child Protection Officer is Mrs K McKie
The Deputy DCPO is Mrs S Lindley
The Chair of Governors is Mrs S Wilson
The Designated Child Protection Governor is Mrs S Wilson

School Vision Statement

Scawsby Junior Academy is an inclusive one in which the learning and teaching, achievements, attitudes and well-being of all members of this learning community are of vital importance. We continually seek to remove barriers to learning, value diversity and show respect for all individuals. Through working in partnership with parents and responding to the needs of the community, we aim to maximize the potential for all pupils to lead safe, happy, healthy and successful lives.

The Vision for Scawsby Junior Academy is based on:

- Effective learning for all pupils, forming the foundations for life long learning skills.
- High, consistent and achievable expectations for all.
- The effective delivery of a broad and balanced curriculum with a strong focus on excellence and enjoyment.
- Individuals who constantly self-review and assess their own performance.
- A community of people constantly striving for excellence.
- Children and staff who enjoy school, are fully involved in its processes, and who are highly motivated and develop independence.

- Strong community cohesion linked to positive partnerships with parents and the local community.

Value Statement

Scawsby Junior Academy is committed to lifelong learning where every individual is valued, nurtured and respected. The school is an exciting, learning community with the emphasis on high quality teaching creating effective learners. The staff work very hard to create a positive and caring environment where diversity, respect and tolerance are valued. We believe that all pupils are individuals with their own special qualities, skills and interests, which need to be encouraged. We put great emphasis on the development of confidence, self-esteem, independence, kindness, courtesy and these are reinforced through our RESPECT (Resilience, Expectation, Strive, Positivity, Enterprise, Care, Tolerance) values. Scawsby Junior Academy is a secure and happy place. Pupils, in partnership with parents and carers, are supported and helped to develop academically, socially, physically and emotionally.

Equal Opportunities

The school is totally committed to equality of opportunity for all its pupils, irrespective of gender, disability and ethnic or religious background. Every encouragement is made to enable all pupils to experience and feel comfortable with all activities. The school is sensitive to the needs of all pupils and welcomes differing cultures, religions and languages for the enrichment of all. Every member of the school community seeks to promote personal qualities of responsibility, self-discipline, initiative, independence and endeavour.

Scawsby Junior Academy School Aims

The intended outcome of our education at school is:

- To help each pupil achieve the highest educational standards they possibly can in order to fulfil their individual potential.
- To provide all pupils with a high quality learning experience in order to develop the necessary knowledge, skills and understanding required to be successful learners.
- To ensure that all pupils are kept safe and secure.
- To ensure that students acquire knowledge and skills relevant to future economic wellbeing and through this, develop into life-long learners.
- To promote an inclusive approach to all aspects of school life and to deal with all forms of discrimination.
- To promote a healthy lifestyle with a focus on both physical and mental wellbeing.
- To develop students' sense of self-respect, self-discipline, self-esteem and the capacity to enjoy learning as independent, self-motivated pupils.
- To give pupils a voice through encouraging them to be actively involved in the decision making processes in school.
- To encourage pupils to understand, care for and respect the world in which they live and the interdependence of individuals, families, groups, and nations.

- To foster moral, spiritual, creative and intellectual awareness through the provision of a broad, balanced and creative curriculum.
- To nurture sensitivity and creative responses to a wide range of aesthetic experiences.
- To develop the RESPECT values throughout all lessons and use of the JIGSAW scheme.

Admissions

The school adheres to the Local Education Authority's policy and criteria for admissions. The school's standard number for each year group is presently 90 pupils.

Parent Partnership

The school welcomes the opportunity to develop a partnership with parents and pupils. It is hoped that all parents will join the school in supporting the Home-School Agreement: a document which outlines the way we can all work together for the benefit of the children. It is the school's belief that the involvement of parents in the education of the pupils is paramount to happy, successful children. To this end, the school offers regular opportunities for parents to consult members of staff but also invites parents to visit school to support various festivals, social occasions, sports and musical events.

Should there be any concern regarding the welfare or progress of the children, the Headteacher would welcome parents to contact the relevant class teacher, Year Leader or a member of the Executive Leadership Team. Any parent with concerns should contact the school to arrange an appointment so that mutual co-operation between home and school might secure benefits for the children.

Over many years, the school has developed its Parent Teacher Association. Parental involvement has risen significantly and the pupils and staff alike are pleased to receive such assistance. The group is a body of parents, teachers and friends who have the welfare of the pupils at heart. As a parent, you have an automatic right to participate in the meetings and to join the group's activities. We hope that you will choose to be involved so that the school can benefit in many ways by having close association with parents and others who wish to see the school flourish. We look forward to seeing you at the PTA events.

Holiday in Term Time

The Local Authority agreed new attendance policies and procedure, which were agreed in May 2018 and were implemented in September 2018. The new legislation means that no requests for holidays can be authorised except in exceptional circumstance.

Behaviour

Good behaviour is secured through the employment of challenging tasks and the support of the Positive Behaviour Policy which stresses the positive and involves pupils in the making of school rules. The school has an anti-bullying charter. Teachers acknowledge and praise success and effort.

Dojo points and tokens are awarded to pupils who conduct themselves well and who try hard to do their best. The accumulation of these points and tokens leads to achievement rewards.

Our school uses a sliding scale from 10-1 to chart the behaviour of each child during the day. Each child starts the day on purple 10. If any low level behaviour occurs, children will receive the correct amount of age appropriate verbal warnings. If this behaviour continues, they will be moved down the scale. Children are encouraged and supported to aim for between 100-96% behaviour at all times. Restorative practices are used by the teaching staff to ensure that children understand their actions and how to display positive behaviours. These are done in a calm manner. At the end of each day, every child is aware of their behaviour score. Pupils who achieve 96% or above earn a Purple Band each week – these, in turn, earn the children additional reward activities and treats at the end of each week. *Your child's overall percentage will also be reported to you through formal parent/teacher meetings.*



School Dress

The Governing Body have now enforced the school dress code and all children are expected to wear school uniform consisting of:

- Navy blue sweatshirts, jumpers or cardigans.
- Red polo shirts.
- Black/grey trousers, shorts or skirts and black shoes.
- Plain black tights, ankle or knee length white or dark coloured socks.
- Black shoes

Summer uniform (optional):

- Red polo shirt and black shorts
- Blue or Red checked summer dresses
- White or black closed toe sandals

If children wish to wear shorts, they should be black and not sports wear, no logos or designs on clothing will be acceptable.

No hair dyes, shaved hair patterns or hair ornaments will be allowed and only plain headbands should be worn. Makeup and nail varnish is not permitted.

Children will be expected to remove their own earrings for any activities for Health and Safety reasons. On any days that your child is participating in PE, games, swimming and other physical activities it would be advisable to leave earrings at home.

This decision was taken in response to parental comments in previous questionnaires and to match the policy of our feeder school Ridgewood.

Sports clothing should not normally be worn during the course of the school day except for PE or Games.

Uniform can be purchased from Cliffs School Wear in Doncaster.

Personal Property

All items of personal property brought into school should be clearly labelled with your child's name. Whilst the school will make every effort to safeguard pupils' property, and will do its best to trace lost items, it cannot accept responsibility for loss or damage to such property. Lost property should, in the first instance, be reported to the class teacher.

Valuables

It is preferable that valuable items should not be brought to school. JEWELLERY (i.e. RINGS, BRACELETS, NECKLACES, EARRINGS ETC.) should not be worn in school. If it is necessary to wear ear rings, one small metal stud is permitted. Children will remove all jewellery for PE sessions. Mobile phones are not allowed in school unless for a specific reason. If your child needs to bring a phone, it must be accompanied by a parental letter stating the reason and should be handed to the class teacher or office for safe keeping.

Physical Education

In order to take full advantage of Physical Education lesson time, children are required to attend school, on their set PE days, in their PE kit. It is necessary for children to wear their red school t-shirt on these days.

Physical Education kit for indoor work (gymnastics / dance) should consist of plain black or blue sports shorts (not long beach type shorts) and a red school uniform t-shirt. Children can wear plain black tracksuit bottoms throughout the day but will change into shorts for the indoor PE session.

For outdoor work, Physical Education kit should consist of a school uniform t-shirt, plain black or blue shorts or plain black tracksuit bottoms and sports trainers. Children can wear a school jumper or a sports jumper for outdoor PE, if they wish. However, children will not wear a sports jumper indoors- only a school jumper.

Your child's class teacher will give details as to what days Physical Education lessons are on. If you require further advice, please do not hesitate to contact the school.

Swimming, PE and Games are all part of the National Curriculum and it is, therefore, expected that children will participate fully in the activities provided. Should your child be ill or injured and unable to take part in the activities, please write a letter requesting that they be excused from the lesson.

The school acknowledges sport as a major factor in the development of its pupils. A variety of sports is evident within the curriculum and school teams are formed for inter-school competitions within the trust.

Physical Education activities which are usually evident in the school (at various points in the school year) are as follows: football, netball, basketball, volleyball, mat ball, cricket, tennis, swimming, gymnastics, dance, athletics and outdoor adventure activities in line with National Curriculum requirements.

The school's facilities include: a football pitch, an athletics track and rounders pitch (in the summer), a basketball court, a sports hall and a MUGA (Multi Use Games Area).

Opportunities are taken to augment the teaching of sports by using outside specialist coaches as and when their availability and suitability occurs. In recent years, use has been made of cricket, football, netball, athletics and basketball coaches.

Super Swimmer

The swimming programme is based upon the Super Swimmer scheme currently adopted by Doncaster Leisure Services. Super Swimmer is divided into six levels - Minnow, Marlin, Barracuda, Swordfish, Dolphin and Shark. Within each level there are a number of skills a child must achieve before attaining that level. In the Minnows, one of the skills is to swim 5 metres on the front; by the time Shark is completed a child will be able to swim 200 metres, and be competent in front crawl, backstroke, breaststroke and butterfly as well as a variety of water skills. It is hoped that every child will achieve Barracuda level as this answers the requirements of the National Curriculum. At the completion of each level children will receive a certificate.

Swimming is organised for Year 4 only, in accordance with LEA guidance.

Curriculum Organisation

The school operates a classteacher-based system with each class being taught all subjects (with the exception of mathematics in Year 6 which is placed in settings) on the curriculum by the classteacher. Classes are usually changed each year so as to give each child the opportunity to meet and work with different children and teachers.

Children are arranged in classes and individual needs are addressed through both target-setting and curriculum planning. Our lesson planning takes account of the need to match tasks with individuals' ability. Children may be organised, for their learning, in groups, classes or individually.

Curriculum Intent Statement

At Scawsby Junior Academy, the curriculum is designed to recognise children's prior and future learning, provide first hand learning experiences, allow the pupils to develop skills through

scaffolded learning and become creative, analytical thinkers using real-life and purposeful activities that will prepare children for their future lives and careers.

Children's attainment of knowledge and skills, through the use of the National Curriculum Skills document, embraces the community in which it is situated, recognising local history, heritage, geographical and business links and, most importantly, the aspirations of all our children. We place strong emphasis on the spiritual, moral, social, health and cultural development, through the JIGSAW schemes, of all our pupils. Our school community has identified a clear set of values that underpin expectations for behaviour for all members of our school family. Every child is recognised as a unique individual.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enrichment opportunities, through our 'Going for Five' projects, to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We use a Growth Mindset approach to promote positive and collaborative attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success and our curriculum is continually informed by current educational research to ensure it meets the ever changing needs of our pupils.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

The school fully promotes all of the above through the RESPECT values (Resilience, Enterprise, Strive, Positivity, Expectation, Care and Tolerance).

RESILIENCE: Craft your own personal resilience – we all fail at times and make mistakes: resolve these, dust yourself off and start again!

ENTERPRISE: To participate in different activities and projects that requires boldness, innovative thinking and energy!

STRIVE: To be the best you can be and take responsibility through being curious about everything – take risks and try something new regularly!

POSITIVITY – Being optimistic, feeling hopeful and having a confident outlook on life

EXPECTATION – The minimum, non-negotiable standards we set and maintain as being part of SJS

CARE – It's mutual, it's reciprocal. If we give it then we should receive it.

TOLERANCE - We must understand the views of other groups or individuals.

Special Needs and Inclusion

The school has a policy for the education of children with special needs. It is available on request from the Headteacher. It is the aim of this policy that: all pupils with Special Educational Needs (SEN) should be recognised as soon as possible in order for relevant action to be taken; access to a broad and balanced curriculum is achieved; and local and national codes of practice are adhered to.

We have an Inclusion Manager to oversee and support our SENCO who is the school's manager of Special Educational Needs. It is their responsibility to organise and oversee the school's inclusion and special needs systems and resources. Children may need additional help because they are experiencing learning difficulties, are very able in a particular skill, or have emotional or behaviour problems. Parents are centrally involved before any child receives this kind of support. Relevant education plans are drawn up and implemented as appropriate, and outside agencies are consulted. Regular monitoring, assessing and reviewing is undertaken. Parents are consulted at every stage and moderation of policies occurs in light of parental feedback and experience.

Relationship and Education

From September 2019, all children will receive Relationship and Sex Education (RSE) throughout their time at school. All pupils follow the science curriculum that explains reproduction in plants and animals. Other aspects are covered as part of our Personal, Social and Health Education (PSHE), using our JIGSAW Scheme. This is done in a very sensitive way that focuses on how happy and caring relationships are the key to fulfilment in life. Teachers use specific age-related resources that we encourage you to borrow and view for your approval at home. Parents **do** have the right to withdraw their children from sex education aspect of the curriculum but **not** the health and relationship topics according to government legislation.

Religious Education

The school has no religious affiliation but there will be a twice weekly act of worship. Religious Education is part of the curriculum and all children are expected to follow the course, which is the Local Authority agreed syllabus.

Music Tuition

Each child has the opportunity to learn a musical instrument. From September 2024, in Year 3 and 4 the children learn to play the recorder, Year 5 the ukulele and in Year 6 the small guitar. These sessions are delivered by the Doncaster Music Hub on a termly rotation and each session lasts for approximately 45 minutes a week. All instruments are provided by the Doncaster Music Hub.

There is a school choir. This plays an important role in the school for all pupils, particularly in terms of singing, composition and appreciation. In recent years, the choir have been fortunate to be

invited to attend the Young Voices concert at Sheffield Arena and showcase their talents for Doncaster Council events.

There is also a Performing Arts club, that runs after the Young Voices concert is complete. This allow children to immerse themselves in all areas of the arts including dance, drama and singing, leading to an end of year performance.

Assessment

Pupils are tested via Standard Assessment Tests (SATs) during their last year at the school (Year 6) at the end of Key Stage Two. You will be notified of your child's results, together with the teacher's assessment of your child's performance. Reports are sent to all parents annually. Continuous monitoring and assessment for maths, spelling, grammar, reading and writing takes place, throughout the school year, within each year group. Non Statutory assessments also occur at the end of the year, in each year group, to assess each child's progress.

Homework

It is our belief that the children benefit from receiving manageable homework tasks. They are able to develop their ability to work alone and to follow areas of particular interest to them. Also, it enables you to see the sort of work the children are doing and to become involved in the teaching and learning process, strengthening the three-way partnership between pupils, teachers and parents.

All pupils will be issued with a homework timetable. In most instances, homework is handed out and collected in on a Friday each week. This allows for a regular routine to be instilled and provides ample time for the work to be completed. Homework is matched to the age and ability level of the child. Homework will consist of a spelling sheet and a times tables sheet.

All years

It is hoped that all children will undertake reading on a daily basis. As a minimum, children need to read, and record in their reading record, **four** reads a week. The role of parents in assisting their child's reading development cannot be over-estimated. Regular reading is vital to a pupil's progress and children are encouraged to take reading books home and bring them to school daily so that they may read to or with parents and adults in school regularly. A reading record will be kept. This will log the books read by each child, the frequency of practice and any questions they are asked about the book, or words they struggled with.

Educational Visits

Visits out of school are of great educational value. They provide a valuable experience for pupils as they enrich the curriculum and enhance learning.

Please support and encourage your child to participate in these visits.

Your child's security and safety is our main concern, so please be assured that he/she will be well supervised at all times. A detailed risk assessment is carried out prior to every planned educational visit.

As we are a cashless environment, educational visits should be paid via our online payment provider www.parentpay.com. You will receive an activation letter with personnel details for registering an account.

Extra-Curricular Activities

The school offers a wide range of extra-curricular activities in response to the interests of pupils. These activities may alter from time to time as a result of the seasons and staff availability. Previous clubs include: Performing Arts, Choir, Sports Clubs (cricket, rugby and athletics), Wellbeing Warriors and the Junior Leadership Team.

School Hours

Staggered Start and Finish Times: New for 2024-25

8.35am – 8.45am. There will be a ten-minute window in which children can enter the school grounds via any of the existing entrances. The fire exit doors, and entrance to the Year 6 block, will be opened at 8.35am and close at 8.45am. All external gates will close at 8:45am for safeguarding purposes and pupils arriving after this point will be able to enter and sign in to school via the main reception. Morning registration will be completed by 8.50am.

3.15pm will be the finishing time in which children will be released from school via the fire exit doors and Year 6 block. Any pupils still on site at 3:25pm will be taken to the school reception and parents will be contacted to ensure safe collection of their child.

Morning Break Time

Children will have their morning break with their own year group on the designated playgrounds:

10.30am – 10.45am – Years 3, 4 and 6 on the bottom playground and Year 5 using the top playground.

There will be between three to four members of staff to monitor each aspect of the Key Stage and play equipment will be available for use.

Dinner Times

Dinner time will be from 12pm – 1pm

School Holiday Pattern 2024-2025

<i>Holiday</i>	<i>School Closes (end of day)</i>	<i>School Re-opens (am)</i>
Summer		Tuesday 3rd September 2024
Autumn Half Term	Friday 25th October 2024	Tuesday 5th November 2024
Christmas	Friday 20th December 2024	Monday 6th January 2025
Spring Half Term	Friday 14th February 2025	Monday 24th February 2025
Easter Half Term	Thursday 28th March 2025	Monday 14th April 2025
Easter	Thursday 17th April 2025	Tuesday 22nd April 2025
May Day	Friday 2nd May 2025	Tuesday 6th May 2025
Summer Half Term	Friday 23rd May 2025	Monday 2nd June 2025
Summer	Friday 18th July 2025	

Training Days:

- Monday 2nd September 2024
- Monday 4th November 2024
- Monday 21st July 2025
- Tuesday 22nd July 2025
- Wednesday 23rd July 2025

Please note there may be some alteration to the above dates. These will be advised via a school newsletter.

Inclement Weather

In time of inclement weather, the school may be closed. Parents will be given as much warning of this as possible through various social media platforms. During severe weather conditions, it is advisable for parents to listen to local radio stations for any news regarding closure of schools.

School Meals

A balanced two course meal, which is a choice menu, is available for all children attending school. The cost of the meal is fixed by the Authority and is, at present, £2.80 per day, £14.00 per week. As we are a cashless environment, dinner money should be paid via our online payment provider www.parentpay.com. You will receive an activation letter with personnel details for registering an account.

Packed Lunches

We operate a no chocolate, sweets, nuts (including nut products e.g. Nutella), or hot liquids (e.g. soup/pastas) policy. This includes no thermos flasks as we are unable to offer suitable food safety storage in classrooms and so cannot ensure they maintain food safe temperatures or protect children from accidental burns and scalds.

Keeping Food Safe - advice for Parents / Carers

Ensure packed lunches are kept in a clean air tight container or bag.
Use a freezer gel/ice pack

Annual Reports & Open Days

Open evenings are held towards the end of each term. Parents are invited to come along to discuss and examine their children's work for the term. Arrangements to see the Headteacher may be made through the School Office or directly with the Headteacher.

Annual reports are sent to parents in the summer term.

Vehicles

Parents are prohibited from bringing vehicles onto the school site. The safety of the pupils is increased if the number of cars in the grounds is minimised. The lack of space has meant that parking spaces are limited to staff and disabled badge holders only.

Please do not park vehicles directly outside the school gates on Windsor Walk. Doing so would severely impede the entrance or egress of fire engines or ambulances in an emergency.

Footpaths

Children are required to enter and leave the school site by use of the footpaths. Pupils should never walk on the driveway, or through the carpark.

New Intake

The parents of children about to join the school from feeder schools will be invited to an informal meeting during the summer term. Incoming pupils are invited to attend the school to meet the staff and view the school. Children from the infant school are regularly invited to assemblies and concerts.

Leavers

The children about to enter secondary school will be furnished with information from their respective upper schools in the summer term. Visits are arranged by the upper schools.

Pastoral Care

All staff will be responsible for the pupils' pastoral care. Teachers and support staff will report any major concerns to the Headteacher, and/or ELT, and parents will be informed of any significant worries. Our school's ELSA and/or the Wellbeing Champions are available to work with children on a 1-1 basis or in small groups depending on their social and emotional needs.

Safeguarding

All the governors and staff at Scawsby Junior Academy share an objective to help keep the children safe by contributing to:

- Providing a safe environment for them to learn
- Identifying children who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure that they are kept safe both at home and in the education setting.

To achieve this objective, we:

- Aim to prevent unsuitable people from working with the children
- Promote safe practice and challenge any poor or unsafe practice
- Identify instances where there are grounds for concern about a child's welfare and initiate or take appropriate action to keep them safe
- Contribute to effective partnership working between all those involved in providing services for our children.

Complaints

For any complaints, please refer to our school website www.scawsbyjunioracademy.co.uk

The information contained within this prospectus applies to admissions during the academic year 2023/ 2024 and is correct at time of printing in spring 2024. It should not be assumed that there will be no changes affecting the relevant arrangements before the start of, or during the school year, or in relation to subsequent school years.