

# ST IPPOLYTS CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL 2023 - 2024

Ashbrook Lane  
St Ippolyts  
Hitchin  
Hertfordshire  
SG4 7PB

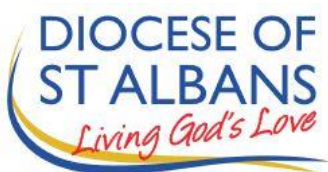
Tel: 01462 432080

 [www.stipps.herts.sch.uk](http://www.stipps.herts.sch.uk)

 [admin@stipps.herts.sch.uk](mailto:admin@stipps.herts.sch.uk)



Headteacher **Mrs R. E. Peddie**  
Chair of Governors **Mrs L. Luxton**



# Welcome

On behalf of everyone at St Ippolyts C of E Primary School, I would like to extend a very warm welcome to you and your family. Our brochure aims to give you an insight into the life of our school and illustrate what makes St Ippolyts School special to those who teach, work and learn here.

Founded in 1847, St Ippolyts primary is a voluntary aided Church of England school enjoying strong links with St Ippolyts church and within the diocese of St Albans. Our principal aim is to provide the best possible education for each individual child, underpinned by Christian values.

We believe that each child is unique and we seek to provide academic, emotional, social and spiritual support for each one, working in partnership with parents and families. We want our children to be spirited individuals who embrace challenge, think creatively, value achievement and strive to be the best they can be. We encourage each of our learners to actively contribute to our community and to support others.

At St Ippolyts we strive to provide a broad and stimulating curriculum, full of opportunities to excite and motivate our children. We foster relationships built on mutual respect and care for each other and we are extremely proud of all that goes on here.

If you would like to visit us to see our wonderful children in action, you would be most welcome; please telephone the school office to make an appointment and I would be delighted to show you around.

*R Peddie*  
**Headteacher**



# About Us

St Ippolyts CE Primary School is located on the outskirts of the old Hertfordshire market town of Hitchin in the village of St Ippolyts. Founded in 1847, the school enjoys a beautiful rural location opposite the village church with which the school maintains strong links.

The school is a combination of old and new, with the original Victorian buildings still in place and a central part of the school site. The site was extended considerably in 2004 with the addition of a new hall, offices and refurbished classrooms. More recent additions to the school site include a children's kitchen, a vegetable plot, a Quiet Room for one to one and small group work and outdoor learning areas for children in Early Years and Key Stage One.

We have, on average 170 children aged 4-11 from the village of St Ippolyts and the surrounding areas. There are currently six mixed aged classes and a very talented and dedicated team of teachers and staff. As a Church of England School we have a strong Christian ethos through which we value every member of our school community, children and adults, as a unique individual. Our school has a very experienced Governing Body and an active, supportive PTA.

We aim to provide our children with a wide range of learning opportunities so that they can identify and develop their own particular strengths and interests. We strive for children to reach their full potential, personally, academically and socially. Through sports, humanities, the creative arts and an exploration of faith, our pupils leave us for secondary education as confident, self assured young people and we are always very proud of them.





# Vision & Values

St Ippolyts Primary School was founded in 1847 to provide education - "according to the principles and practices of the Church of England". This, as with all Church schools, continued to be part of the nation's maintained system of education and is operated in partnership with the Local Education Authority.

## **Our principle aim:**

**To provide the best possible education for each child as a unique individual, within the context of a caring, Christian community.**

**"A new command I give you: Love one another. As I have loved you, so you must love one another" John 13:34**

- \* That children should feel happy and secure at school.
- \* To assist children to use and extend their natural curiosity to investigate the world around them.
- \* To develop high levels of literacy, numeracy and scientific skills and understanding.
- \* To promote a wide range of skills and knowledge in Information Communication Technology.
- \* To develop children's skills of seeking knowledge independently.
- \* To consider everyone within the school and local community, their property and the school environment.
- \* To raise the level of self-esteem of children through positive action and statement and to give all children equal opportunity to fulfil their potential.
- \* To develop an understanding of Christianity and have an awareness of moral, cultural and religious diversity.
- \* To participate in and enjoy a variety of art forms and human achievements through a creative and inspiring curriculum.
- \* To develop physical fitness, agility and co-ordination.
- \* That all members of the school community should feel safe in school and free from harassment.

## **Our Christian values:**

Respect    Forgiveness    Love    Perseverance    Truthfulness    Courage    Thankfulness  
Trust    Service    Compassion    Justice    Generosity



# Staff 2023-2024

## Senior Leadership

Headteacher	Mrs R.E. Peddie
Assistant Headteacher & Inclusion Manager	Mrs G. Stewart
EYFS & KS1 Lead	Miss K. Ingle
KS2 Lead	Miss L. Walker

## Teaching Staff

Class 6	Miss L. Walker
Class 5	Mr. M. Smith
Class 4	Mrs K. Thain
Class 3	Mrs L. Bean & Mrs S. Springall
Class 2	Miss K. Ingle & Mrs E. Hoar
Class 1	Mrs L. McCabe
Nursery Nurse	Mrs J. Holmes
PE & Sport	Mr C. Jefferies

## Support Staff

Teaching Assistant	Mrs V Gemmell
Teaching Assistant	Mrs. N. Sabri
Teaching Assistant	Mrs J. Blencowe
Teaching Assistant	Mrs S. Lewis
1:1 Support Assistant	Miss R. Bithrey

Office Manager	Mrs E. Joyce
Administration Assistant	TBC

## Kitchen Staff

Cook	TBC
General Assistant	Ms G. Batten

## Midday Supervisory Assistants

SSA	Mrs C. Collins
MSA	Mrs B. Furr
	Mrs M. Stokes
	Mrs J Blencowe

## Premises Staff

Site Manager	Mr G. Dickens
Cleaner	TBC
Cleaner	Mr. D. Lawless

## OFSTED INSPECTION

Our school was last inspected by the Office for Standards in Education (OFSTED) in April 2023. Below is a short extract ~ the full report is available from the school office, or via our school website or the Ofsted website.

*Pupils at St Ippolyts learn and play as part of a united community. They learn about the world through an interesting curriculum from the moment they start school in early years. Pupils know that the adults around them are helping them to achieve well, at every step of the way.*

*The high profile of values throughout the school helps pupils to become thoughtful and kind. School values, such as respect and love are seen through the actions that pupils take. This has a positive impact on behaviour around the school. the chance to compete and work as a team in local sporting competitions. When reflecting on their time in school, pupils frequently describe the adults around them as role models, who lead by example. This results in highly respectful relationships between pupils and staff. Pupils experience compassion and nurture from the adults in school. Pupils and their parents value this highly.*

*Through lessons, assemblies and trips pupils learn to accept and embrace others differences. Pupils also get the chance to contribute to a range of leadership roles. This gives pupils the chance to make a positive difference in their school community. Adults in school reinforce high expectations for pupils behaviour . They do this through regular praise and celebration of pupils achievement. The positive approach contributes strongly to the good behaviour seen in classrooms. Across the school site, pupils are very polite and well mannered.*

*Leaders commitment to the education of pupils is infectious. Staff in the school are proud to work here and demonstrate the same high ambitions for pupils.*

## STATUTORY INSPECTION OF ANGLICAN & METHODIST SCHOOLS (SIAMS)

Because St Ippolyts is a Voluntary Aided Church of England primary school, we are also inspected by the Church of England Education Office. Approximately every five years, schools are subject to an inspection which explores the question, "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?"

**In November 2021, St Ippolyts School was judged to be excellent in all categories.**

- *Highly committed and skilled leadership has created a vibrant Christian learning community in which every member flourishes. Dedicated staff and skilled governors share the inclusive, embedded and deeply Christian vision which inspires and directs every aspect of school development.*
- *Remarkably strong, nurturing relationships, based on a deeply Christian vision, support all members of the school family. These sustain pupils and adults at times of personal need, supporting their mental health and emotional wellbeing extremely well.*
- *Collective worship is creative, inspirational and inclusive, providing opportunities to worship in a variety of ways. It facilitates exceptional spiritual growth in pupils and adults, supporting and sustaining the school's vision of demonstrating love for one another.*
- *High-quality religious education (RE) provision, based on an enquiry-led approach, requires pupils to think deeply and is both challenging and transformational in considering how pupils can aspire to live out the school vision.*
- *The vision and associated values are the foundation from which all pupils are enabled to achieve their potential; spiritually, academically and socially. They have a strong impact on pupils' highly positive attitudes to each other, to life and to their learning.*

# Key Information

## School Organisation

The school Published Admission Number (PAN) is 20 children per year group. How the classes are organised changes from time to time depending on pupil numbers in the school. The children for 2023-2024 are in six classes as follows:

Class 1 -	Reception
Class 2 -	Year 1 and 2
Class 3 -	Year 2 and 3
Class 4 -	Year 3 and 4
Class 5 -	Year 5
Class 6 -	Year 6



The school day is 8.45am – 3.15pm.

Early morning childcare is available from 8am (see 'Wraparound Care')

Parents are asked *not to send their children to school too early in the morning*. No responsibility can be taken for children's activities on the school premises before 8.45am. The staff are not available to see parents before school unless in an emergency. If parents wish to meet with teachers, they are welcome to do so after school by prior appointment with the class teacher; alternatively telephone and video calls can be arranged.

## Milk

Milk is available for all pupils and bills are sent out in advance of the start of each term. Free milk is available for children in receipt of Free School Meals.

## School Meals

There is a wide choice of excellent hot meals provided at lunchtime by HCL (Herts Catering). Children in Early Years and Key Stage One are entitled to free school meals as part of the Universal Free School Meals initiative. Prices as from September 2023 will be £3.15 per day for Key Stage Two pupils. Parents may pay for school meals, in advance, termly, half termly or weekly. Notice of half a term must be given for changing to packed lunches.

Children who bring packed lunches to school eat together in the Hall with those having a school meal. Sandwiches should be packed in a rigid container with a secure lid. **Glass bottles, thermos flasks and drinks of any kind are not allowed.** A cup and water are provided.

Children may bring a named plastic bottle of **plain water only** to drink during the day which is kept in the classroom.



# The Early Years

The EYFS or Early Years Foundation Stage, refers to the curriculum from birth until the age of 5. It is based on the recognition that children learn best through play and physical experiences and that children have opportunities to explore the world around them and learn through questioning and enquiry skills.

At St Ippolyts School, our learning in Reception takes place both in the classroom and in our Class 1 outdoor area, so that children can access everyday provision such as water and sand and so they can explore the world around them through their play.

We teach through 7 main areas of learning which are: Personal, Social and Emotional Development (PSED), Communication and Language (C+L), Physical Development (PD), Literacy (L), Mathematics (M), Understanding the World (UTW) and Expressive Arts and Design (EAD). Our lessons are planned around the interests of the children and are taught through skills and real life contexts to make things more applicable to real life and meaningful for the children.

Role play is an essential part of our EYFS curriculum here at St Ippolyts and our role play area is a firm favourite with the children; whether it is a Costa coffee shop, a superhero den or an underwater theme, we are passionate about bringing learning to life so that children can test out real life skills and have memorable learning experiences.

Each child has their learning documented through their own personal 'Learning Journey', a scrapbook filled with physical work, photographs and observations conducted by the Class 1 staff throughout their first year of school. This book will also highlight your child's achievements and targets throughout the year, to ensure they are ready for the start of Key Stage One (Year 1) and beyond.






# The Curriculum

We believe learning should be engaging, varied, inspiring, relevant and challenging for all pupils.


Our creative, vibrant curriculum has been a strength of the school for a sustained period of time. We recognise that all children have differing strengths, interests and passions and we endeavour to provide wide ranging opportunities for them to shine' Learning is enriched through regular trips, visitors, themed days/weeks, whole school projects and practical activities.

















We are committed to helping children '***learn how to learn***' using the principles of Guy Claxton's Building Learning Power approach. Pupils are given the opportunity to guide their own learning with confidence and independence, using the four Learning Powers: Reflectiveness, Resourcefulness, Resilience and Relationships.

Provision for developing children's mental, physical and emotional health is interwoven throughout the curriculum and we are proud to hold the Mental Health Kitemark; this recognises the school's strengths in supporting the emotional and mental wellbeing of pupils .



## We use our Learning Powers!



Resilience	Resourcefulness	Reflectiveness	Relationships
 <p>Don't give up</p>	 <p>Find another way</p>	 <p>Think about what to do</p>	 <p>Taking turns</p>
 <p>Don't worry if you make a mistake</p>	 <p>Using your imagination</p>	 <p>Look carefully at my thinking</p>	 <p>Working well on your own</p>
 <p>Managing distractions</p>	 <p>See things that link together</p>	 <p>Think about what I am learning</p>	 <p>Working well together</p>
 <p>Good concentration</p>	 <p>Asking questions</p>	 <p>Think about what I know</p>	 <p>Listening to each other</p>

# Reading

Reading should be a pleasurable experience for all children. The early stages of learning to read are crucially important and children need to be supported at school and home alike. We believe that reading can open doors for our pupils and can help them to gain experiences, improve language and vocabulary skills and stimulate their imaginations. We aim to create confident readers who have good independent learning skills and develop a range of interests through reading.



## Accessing decodable books

At St Ippolyts School all of our children are lucky enough to access Pearson's Bug Club, an online reading system where children can access fully decodable books at home and on the go, electronically. As well as this, we also offer paper/ 'real' books from the Bug Club series for children to take home with them. Each book-band is carefully selected to meet your child's needs, so that they can decode the text using their phonics skills. Children have a range of genres to select from including fiction and non-fiction texts, poetry and even comics featuring fun characters, traditional tales and even the BBC alphablocks!



# Writing

Children are encouraged to write for themselves from the start of school; it becomes a vital part of their communication skills. Children write for many purposes and in virtually all areas of the curriculum. There are many opportunities for creative writing in the forms of poetry and narrative in addition to learning about and writing in a wide range of non-fiction texts, including recounts, reports, explanation and instructional writing. We use a wide range of cross curricular opportunities to enhance children's writing experiences to ensure they learn to write for an extensive variety of purposes and audiences.

As children progress, they learn to spell more difficult words through a range of approaches, starting with phonological awareness (phonics). They learn how sounds are blended to create words and how sentences and paragraphs are put together. As their writing develops they will be expected to draft and edit their writing and are taught to use a dictionary and thesaurus to widen their vocabulary.

Your child's teacher will talk with you about your child's progress in all elements of English. Each child will have individual targets which will be shared with you at Parent Consultation Evenings. We believe it is important that children are involved in setting their own targets for development so that they know how to improve their work in order to progress.

# Phonics

Our school uses Bug Club Phonics; one of the DfE's approved phonics teaching programmes. This programme follows the order of Letters and Sounds and means that our phonics programme links to our 134 100% decodable reading books in KS1, so that children can apply their phonic skills when reading.

Phonics is taught each day in KS1 with fast paced lessons using the Bug Club slides, videos and activities. Teachers assess phonics regularly and at the end of Year 1, each child carries the statutory Phonics Screening test.



## Our School library

To extend children's reading opportunities we have a well-stocked school library with hundreds of books available for loan in a wide range of genre, both fiction and non-fiction.

Children are encouraged to choose a library book each week to take home and share with their adults and read for pleasure. Our school has a huge selection of books to promote multicultural diversity and inclusion and these are available for children of all ages.



## Enrichments

Many opportunities are taken to enrich children's learning and foster a lifelong love of reading, stories and books, for example through visiting authors, partnership with Hitchin Library and through our annual celebration of World Book Day.

There are lists of recommended text for each year group available to download on the school website.





# Mathematics

As a core subject, Maths is taught daily in every year group. We focus on developing their mental arithmetic, formal written methods and deeper thinking reasoning skills across number skills, geometry and measurement.

Throughout all of the year groups, physical resources, models and images are used regularly to help children hone their mathematical thinking skills. The effective use of manipulatives can help the children connect ideas and integrate their knowledge so that they gain a deep understanding of mathematical concepts.

Teachers plan sequences of work that enable a spiral curriculum. Learning is built upon step by step, sequence by sequence and year on year. This begins with simple exploration of number and mathematical concepts when children first start school, through to complex formal methods for calculations and problem solving by the time they move onto secondary school.

Our maths curriculum is aspirational and ensures progression and coverage through the primary phase.



# Science

Science is a core part of our curriculum where we aim to promote excellent scientific understanding and thinking through a variety of engaging activities.

Children regularly use a range of enquiry types to answer scientific questions about the world around them. Lessons are planned to encourage children to work independently, ask scientific questions, use accurate scientific vocabulary and secure fundamental science knowledge.

As a PSQM GILT school, we take pride in ensuring children are provided with engaging opportunities, practical investigations and the opportunity to work outdoors. Our annual Science Days provide children with further opportunities to deepen their understanding, as does our strong connection with organisations outside of school such as Children Challenging Industry.





# Computing

Every child has regular access to a range of computing devices such as chromebooks laptops, desktop computers, iPads, and various robotic devices.

Our aim is to promote digital literacy by helping children to not just use technology, but to understand how it works and to make active choices about which programmes and devices suit various purposes. Computing is taught within each subject across the curriculum and each class has a large screen Prowise board, to bring learning to life.

St Ippolyts school teaches E-safety throughout each year group and all children take part in national E-safety day each year, to ensure children have an awareness of how to use the internet safely and responsibly.

## Remote learning

We use Google Classroom for homework and for any periods of remote learning. This allows for continued quality interaction between pupils and their teacher.

Pupils also have access to a variety of digital learning platforms and programmes such as Times Tables Rockstars, Nessy, Bug Club, SAM learning and Discovery Education.



## MFL (Modern Foreign Language)

Pupils in Key Stage Two (Y3-6) learn French, with a weekly lesson from a specialist language teacher.

Initially, children learn to speak basic vocabulary and conversational phrases, progressing to written language and grammar by the end of Year 6.

Lessons are fun and vibrant, including song, role play, computing and practical games.

During Year 6, children are also introduced to basic German vocabulary.



# Religious Education (R.E.)

As a Church School we have a duty and responsibility to educate children in an understanding of the Christian faith and its values. Religious Education (RE) is important as it enables children to learn to show respect for and build bridges between different beliefs and practices, people of different faiths and life stances. We believe that it is important that our teaching reflects the religious makeup of our school and community, including those who hold no religious belief and children are invited to share their family's beliefs and celebrations.

Religious education is a statutory requirement for all pupils in maintained schools. It is expected that all children will participate however parents have a legal right to withdraw their children from collective worship or RE. Please consult the Headteacher about this.

Children are taught using the 'Understanding Christianity' materials, alongside some of our own bespoke planning. The children learn about major world religions, re-visiting and deepening their knowledge and understanding of different faiths throughout the key stages using an enquiry based approach providing a balance between theology, philosophy and human science.

Religious Education activities are often of a cross curricular nature, using art, sculpture, music, drama and other creative media. Children are supported to develop into independent thinkers who can express themselves and develop their religious literacy skills.

Periodically, we follow a whole school theme known as 'The Big Question', an open ended task aimed at encouraging children to think about life. Examples of 'big questions' could be: 'If you were God, which prayers would you answer and why?'

Alongside this whole school Experience days are planned and carried out following key moments from the Liturgical calendar, such as Harvest, Christmas, Easter, Eucharist and Pentecost.





# Physical Education (PE) & Sport

At St Ippolyts we are committed to actively encourage healthy lifestyles. PE is a fundamental part of our timetable with all classes receiving 3 hours dedicated to PE and sport per week. These lessons include:

- games skills-for a wide variety of sports;
- gymnastics skills using both floor and apparatus;
- movement;
- dance - variety of types;
- Swimming (in Y3 and Y4)
- inter school competitions
- intra school house competitions;
- competitive sports day



Children will have the opportunity to learn the skills to aid them in a variety of sports, including netball, football, hockey, rounders and cricket. We pride ourselves on providing the children with new sporting experiences such as archery, boccia and table tennis.

St Ippolyts School are active members of 'Stevenage Sporting Futures' and as such we benefit from a wide range of additional sporting opportunities and coaching expertise. For example, specialist dance, fitness, gym and sports coaches all delivered regular sessions in school. We also have the opportunity for children to take part in large inter-school events such as tournaments, athletic meets and dance shows.

The school employs two sports coaches who inspire and enthuse all children to fully engage with their PE lessons and in the learning of new skills. These coaches work with the children to focus on achieving personal targets within the lessons, so that every child can feel successful on their own sporting journey.

All children are required to have appropriate P.E. kit and footwear in school at all times. For safety reasons children must **not** wear any jewellery during PE lessons. Earrings which cannot be removed must be covered by micro-pore tape provided by parents. (See School Uniform list).



# Humanities: History and Geography

Our History and Geography teaching takes the form of half termly 'topics' which are enquiry based. Our History curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Black History Month is also celebrated in school, with Year 5 and 6 children taking part in workshops. The children learn about famous black people in history, The Windrush Generation and the Black Lives Matter movement.

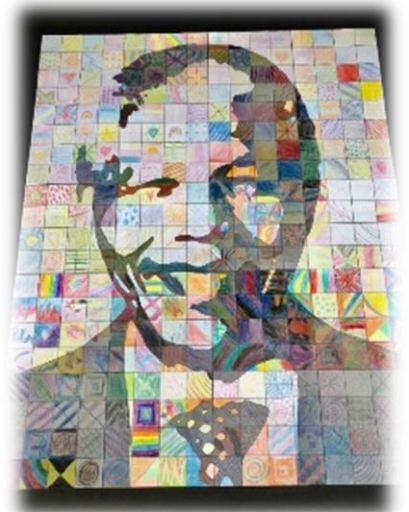
In Geography, we aim to help our children gain an understanding of the world in which they live, especially their own immediate environment. It allows pupils to undertake a Geographical enquiry route during each unit of work and progress in knowledge and skills over time.

Our annual map skills day provides the children with the opportunity to deepen their understanding of how and why maps are used as well as developing necessary geographical skills.

Environmental geography is studied across the school and through this children learn about climate change, deforestation, the impact of humans and more.

We enliven the curriculum through a wide range of hands-on and 'real-life' activities, such as handling historical artefacts or carrying out practical environmental activities in Geography.

In addition, children have the opportunity to participate in regular trips and themed days to bring topics alive; 'Vikings Day', being WWII Evacuees at Duxford and taking part in a Tudor re-enactment at Hatfield House are just a few examples.





# Art and Design

Art is a high profile part of the curriculum at St Ippolyts, both as a discreet skills-based subject and a creative medium for cross curricular learning.

We aim to foster children's potential in art through a progression of investigation and study in line and pattern. They also look at the work of a wide range of traditional and contemporary artists and crafts people and learn to work expressively through a wide range of media.

Art is also used to enliven and enrich other curricular areas such as History, Geography, RE and English.

We hold annual 'Arts Days' on a given theme and draw upon the arts of a wide range of international cultures and artistic techniques.



# Design Technology (D.T.)

Design and Technology comprises of designing, making, evaluating and technical knowledge in which children design and make products within a variety of contexts such as cooking, gardening, structures, mechanical systems, and computing.

Various topics are covered, and skills are progressive as they develop through the school. Through this they develop many critical skills such as planning, designing, developing, making, and evaluating.

Design and Technology develops on a broad range of subject knowledge and draws on other areas such as mathematics, science, engineering, computing, and art. Pupils learn how to take risks, become resourceful, innovative and enterprising.

Within Design Technology, cooking and nutrition is an important topic as this is a crucial life skill. Children will learn how to cook and apply the principles of nutrition and healthy eating. They will learn the importance of a healthy and balanced diet, where food comes from and how to prepare and cook a variety of dishes using a range of cooking techniques.

# Music

Pupils are introduced to a wide genre of music from an early age. They are encouraged to work co-operatively to appraise and produce music both as individuals and in groups. The music curriculum consists of practical music-making such as singing and playing, exploring different types of music and attempting simple composition using percussion, tuned instruments. All class teachers provide weekly whole class music lessons which cover listening to, composing and performing a huge variety of musical styles and elements.

Peripatetic tuition for groups of children who have an interest in learning to play an instrument is provided by Herts Music Service., for example violin, recorders and piano. This instruction takes place in small groups or individually during lesson time. There is a charge for this music tuition.

Children throughout the school are encouraged to take part in various extra – curricular musical activities. Children from Year 4 and up have the opportunity to join the school choir. As well as performing at school events and services, children also take part in musical activities in the wider community such as visiting local nursing homes to perform to residents and at bigger venues such as the Royal Albert Hall and the O2 Arena.



# Drama

Opportunities in drama are provided both formally and informally throughout the school. Role-play is part of themed learning in all year groups and freeze frame and hot-seating techniques help children to think about characters and characterisation. The children all participate in whole school and year group assemblies, as well as Christmas Performances, giving them opportunities to perform for different audiences. We believe drama is an excellent way to enhance children's confidence, self-esteem and collaborative skills.

One of the highlights of the school year is the Summer Production in which all children from Years 3-6 participate. Recent productions include 'Magpie Manor', 'Edith's Wartime Scrapbook', and 'Lights, Camera, Action'.



# R.S.H.E. (Relationships, Sex & Health Education)

RSHE formally replaced PSHE&C education from September 2020 and is a statutory requirement for all schools. RSHE is much like what we were more familiar as PSHE, it covers many of the same objects whilst adding some new ones that are compulsory to be taught.

The purpose of RSHE at St Ippolyts is to enable children to understand themselves, respect others and form and sustain healthy relationships. This is provided through our personalised programme of study that is adapted to our school and all our children. The two main core themes of The PSHE Association programme of study focuses on Relationships Education and Health Education. A third core theme, living in the Wider World is also an integral aspect of our curriculum. We use the Christopher Winter's Project scheme of work to cover Sex Education. This ensures that RSHE objectives are covered and integrated with the Science Curriculum.

RSHE is taught through regular timetabled sessions throughout the year. Children are given opportunities to be resilient, reflective, resourceful and have strong relationships with others. We also provide many opportunities for children to explore RSHE through our themed Wellbeing Weeks, external visitors and links with organisations such as PHASE and the NSPCC.



## Mental health & Wellbeing

Support for children's emotional development and mental wellbeing is a priority at St Ippolyts School. Staff are skilled at identifying children who may be struggling and work closely with parents and families to support the development of good mental health.

Opportunities for children to explore issues around strong mental health are threaded across the curriculum and during their time in school, children learn vital skills for maintaining good emotional wellbeing which prepare them for secondary education and into adulthood.

St Ippolyts School was awarded the Mental Health Kitemark in September 2021 in recognition of our high standard of mental health provision.





# Collective Worship

Invitational, inspirational collective worship is central to the life of the school, allowing children and adults of all faiths and none, to flourish spiritually.

Worship combines our core Christian Values and the liturgical church calendar. There is a daily active worship, held in school which is led either by the Headteacher, Senior Leadership Team, class teacher, an invited speaker or our well established pupil leadership group 'Young Worship.'

Throughout the year we visit St Ippolyts Church for services, where the staff and pupils value coming together to show our love of one another. Visitors are also invited to some of our worship including members of the clergy. The Vicar of St Ippolyts Church, Rev Ginni Dear, is a regular face in school; she leads Collective Worship with the whole school community where children can experience key elements of the Anglican faith.



Further opportunities for spiritual development through prayer and reflection are built into the curriculum. Each class has a designated reflective area in their class, where pupils may go to throughout the day to say class prayers at lunchtime and end of the school day.

Prayer is an important feature of St Ippolyts School as children are invited, not instructed, to join in with our school prayer or have the opportunity to write their own prayers to be used in Worship.





# Behaviour

**We expect excellent behaviour from all children in school at all times.**


We achieve this through a variety of behaviour management strategies, by making boundaries very clear, having high expectations and using a values based approach.

Older pupils are expected to be role models for younger children. When children first start school in Reception, they are assigned a Year 6 'Buddy' to help them settle into the routines and expectations of the school, particularly at play and lunch times.

There is a strong focus on rewarding and praising good behaviour when children are nominated badges for Values, Effort and Achievement. Additionally, teachers run rewards systems in their classes appropriate to the children's ages.

If we are concerned about repeated behavioural difficulties, we will contact parents at an early stage to discuss how families and school can work together to bring about improvements.

Our school Code of Conduct encompasses the agreed expectations of behaviour for all children and adults in school.




**St Ippolyts Church of England Primary School**

## Our Code of Conduct

**All the children and grown ups of St Ippolyts School will always...**

- ☺ be polite, friendly, helpful and honest.
- ☺ respect the school environment, others and their property.
- ☺ walk quietly in and around school.
- ☺ listen carefully when others are speaking and not interrupt.
- ☺ do what we are asked first time.
- ☺ take pride in ourselves and our work.
- ☺ ask for help if we need it.
- ☺ do our best at all times.
- ☺ keep ourselves and those around us safe.



**WE WILL NEVER BULLY OR WATCH SOMEONE ELSE BEING BULLIED**

# Wraparound Care

## Early Bird Club

We offer early morning childcare before school starts. The club is open daily in term time from 8am for current pupils of St Ippolyts School only.

Children have access to a wide range of activities at Early Bird Club such as outdoor sports and games, craft activities, table tennis, board games and team challenges. The club is led by school support staff who are all fully checked and have first aid and safeguarding training.

Early Bird Club is not a breakfast club, so food is not provided. However drinks are available and included in the cost (milk/juice/water). The club costs £4.00 per day. Booking in advance is essential to secure a place via Arbor.

Bookings can be made in advance for a set pattern of attendance (for example for parents who work), or children can attend on an ad-hoc basis as and when early morning care is needed.



## After school childcare

For after school childcare, our pupils can access **The Cookie Club** which is based at Wilshire Dacre Junior School in Hitchin. Transport is provided, with Cookie Club staff collecting our pupils at hometime and the club provides care until 6.00pm.

Activities include:

Arts & Crafts

Board Games and Puzzles

Playdough and Sensory Play

Reading and Homework time/area

Ball Games and other Group Games

Cooking

Sports

Free play (both indoor and outdoor)



See [www.cookieclubhitchin.com](http://www.cookieclubhitchin.com) for more details.

# Absence & Attendance

At St Ippolyts School, we want the whole school community – governors, staff, parents/carers and pupils to be committed to high standards of attendance and punctuality. Good attendance is essential for high achievement and outstanding learning. It is also an important area of safeguarding: children are safe when they are in school. Pupils with high attendance are far more likely to succeed and achieve their potential.

We operate a 'first day response' system for absences from school. If a child is ill it is important that parents telephone school before 9.30am. This should be followed up with a written note on the child's return. Parents are also expected, where possible, to arrange medical appointments, dance/music exams and other visits out of school time.

The DFE guidance on authorisation of absence is specific "School Attendance: Policy and Practice on Categorisation of Absence "(1994) states "Only the school ... can approve absence, not parents. The fact that a parent has offered a note or other notification (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it if the school does not accept the explanation offered as a valid reason for absence".

## Learning Hours Lost

(whole year)

Ongoing poor attendance is a factor often linked to low levels of academic success. Many pupils have difficulty maintaining friendships if they have long or numerous periods of absence.

Descriptor	Threshold attendance	Actual attendance	Whole days absence	Learning hours lost
EXCELLENT	100%	190 days	0	0
	99%	188 days	2	10
GOOD	98%	186 days	4	20
	97%	184 days	6	30
	96%	182.5 days	7.5	37.5
SATISFACTORY	95%	180.5 days	9.5	47.5
CAUSE FOR CONCERN	90%	171 days	19	95
	89%	169 days	21	105
	88%	167 days	23	115
	87%	165 days	25	125
UNSATISFACTORY	86%	163 days	27	135
SERIOUS CAUSE FOR CONCERN	85%	161.5 days	28.5	142.5
	84%	159.5 days	30.5	152.5
	83%	158 days	32	160
	82%	156 days	34	170
	81%	154 days	36	180
CRITICAL	80%	152 days	38	190

## Term Time holidays

Children should not be taken out of school for holidays, unless there are wholly exceptional circumstances.

The Headteacher is responsible for determining what constitutes an exceptional circumstance. Most holiday requests will not be granted and will be recorded as an unauthorised absence.

## Fixed Penalty Notices

We use penalty notices as part of our whole school approach to improving attendance. Penalty notices may be issued once a pupil has 15 or more sessions (a session is a half day) of unauthorised absence in the current and/or previous school term. The absences may have occurred in a block or a series of odd days and/or unauthorised holiday.



# Extra-curricular activities

We offer a wide range of extra curricular activities for children in Years 1-6. These activities will vary from season to season and with the interests and expertise of the staff involved.

Typical clubs include Football, Netball, Hockey, Cricket, Art, Cookery, Computing, Multi-sports, Dance, Science and Choir. After school clubs are provided voluntarily by our teaching staff and are not a child care facility; parents must be available to collect their children in the event of unforeseen cancellations.

Some clubs may incur a small charge to cover materials, such as Cookery Club.



## Off-site visits

At St Ippolyts we place high importance on enabling children to participate in a wide range of learning opportunities out of the classroom. Many educational trips and visits are organised during the school year to enliven the curriculum and enrich children's learning.

Examples of recent day trips and visits to enhance the curriculum include:

- Roman Verulamium, St Albans
- Welwyn Roman Baths
- Kentwell Manor: Tudor re-enactment
- Hitchin British Schools
- St Albans Abbey
- Sikh Gurdwara
- Natural History Museum
- The National Gallery
- Theatre visits
- Stevenage Mosque
- Hatfield House
- Duxford: WWII Evacuees
- The Living Rainforest





# Residential School Journey

Children in Years 5 & 6 participate in our annual school journey spending several nights away at a PGL outdoor adventure centre, usually in June. These trips are an excellent way for children to develop independence and confidence, as well as experiencing a wide range of outdoor pursuits and team building exercises. Currently we go to Osmington Bay in Weymouth or Bawdsey Manor in Suffolk.

Typical activities include:

- climbing
- abseiling
- raft-building
- fencing
- quad-biking
- zip wire
- canoeing
- survival skills
- dry slope skiing
- dragon-boating
- mountain biking
- swimming



## Charging & the Pupil Premium

We request contributions from parents to cover the costs of educational visits, swimming, special events etc. Where insufficient contributions are received, trips and events may be cancelled.

In addition we will charge for items such as:

- \* individual or group music tuition
- \* cookery, pottery, science/technology models etc, when the finished item is taken home
- \* board and lodging outside school time (eg school journey).

In addition to school funding received from Hertfordshire County Council, schools are able to claim a grant from Government each year called the Pupil Premium for children are eligible for Free School Meals

Pupils who are registered as eligible for Pupil Premium can also access other fee remissions such as music lessons, reduced trip costs and other grants; it is definitely worth your while to register your entitlement if applicable. The information you supply will be treated in the strictest of confidence; please contact the school office for more information.

# Inclusion and Special Educational Needs

At St Ippolyts we are committed to offering a high quality inclusive curriculum to ensure that all children regardless can achieve their full potential, regardless of any barriers to learning.

All children are unique, and, from time to time they may have particular additional needs (such as learning, physical or emotional difficulties), which may impact on their learning and development. For some children this may be short term eg. emotional support following a life event or a particular illness. For other children, they may need ongoing support throughout their school life if they are identified as having a Special Educational Need or Disability (SEND).

We aim to be proactive in our approach and to identify these needs as early as possible, so that we can put the appropriate support in place. We work very closely in partnership with parents to explore concerns as soon as they arise. We endeavour to personalise pupils' learning by adapting lessons and teaching to ensure that all children will be happy and secure, fully engaged, able to participate and achieve their individual goals. The Class Teachers are all skilled and highly trained in delivering inclusive classroom practice and in special educational needs. Additional advice is provided by the Inclusion Manager.

For children identified as having a Special Educational Need (SEN), we will create a Pupil Support Plan (PSP) for a pupil, which will detail very specific, personal targets for that child. The PSP is written by the Class Teacher, and is a collaborative document to be used both at home and at school.

A few children may need more specialist support, and we work closely with various outside agencies in order to fully meet all pupils' needs. We regularly work with NHS Speech and Language Therapists, the School Nursing Team, Educational Psychologists, Hitchin Behaviour Support Team, Specialist Advisory teachers. These professionals visit the school regularly to ensure that children have the most appropriate support.

We have close links with the Hitchin Partnership who provide a wide range of support for families including Family Support Workers, and practical support for those with financial problems.

Our school has a purpose built 'Quiet Room' which is used for one to one and small group teaching. This well-equipped base includes a large resource library for classroom use, and books that may be borrowed for families to read together at home.

If you have any questions or concerns about your child's particular needs, please speak to your child's class teacher or the Inclusion Manager ([senco@stipps.herts.sch.uk](mailto:senco@stipps.herts.sch.uk)).

# Safeguarding



**At St Ippolyts we are committed to the safeguarding and protection of all children and young people.**

We work in partnership with parents and families to support children in every way possible. In line with Government and Hertfordshire policy, we will make a referral if we believe there is a possibility that a child may be suffering from abuse or neglect.

**The Designated Senior Leader (DSL) for Child Protection at St Ippolyts School is Mrs R. E. Peddie**

The Deputy DSLs are Mrs G. Stewart, & Miss K. Ingle

The Designated Governor for Safeguarding is Mrs H. MacInnes

If you have any concerns regarding the safety or welfare of a child please let any of the above named persons know as soon as possible.

As part of our Safeguarding of Children Procedures, all regular volunteers must have DBS clearance.

## We are an Operation Encompass School

This means that we will receive notifications from the police in the event of domestic abuse incidents. In this way we can provide timely, effective support for children and families

## Family Support

Through our membership of Hitchin Partnership we can access a range of support for families who are facing challenging circumstances. For example, access to a trained Family Support Worker, child mentoring and signposting for financial help or parenting courses. Please contact [senco@stipps.herts.sch.uk](mailto:senco@stipps.herts.sch.uk) in the first instance to ask for help.

## OPERATION ENCOMPASS

**“None of us know,  
what all of us know”**

Working in partnership to support children and young people at risk of harm in Hertfordshire.

The Operation Encompass notification system enables timely information sharing between partner agencies in relation to police-attended incidents of Domestic Abuse and Missing Person reports.



Prevention First





# PTA (Parent Teacher Association)

As a parent you are automatically a member of the PTA. We have a very dedicated and active committee which provides funds for the purchase of a range of activities and equipment for use in school.

Typical activities include Summer and Christmas Fairs, children's discos, Treasure Hunts, bake sales, fun runs and quiz nights.

This valuable fundraising relies solely on parent volunteers. Even if you cannot commit to a regular slot, please do consider volunteering to help occasionally, we would be very grateful.

New parents are especially welcome to join and it is a great way to meet new friends.

The funds raised by the PTA are used for curriculum enrichments and resources which greatly enhance the learning and experiences of all the children during their time in school.

For example, recently the PTA have supplied a class set of Chromebooks, arts days workshops, handwashing stations for every classroom, science visitors and coach travel for theatre trips.



## Complaints Procedure

We are proud of the way the partnership between parents and teachers at our school has developed and the way in which difficulties can be resolved quickly. In our experience, all problems can be dealt with through good contacts with the school.

However, there are formal procedures that parents can utilise should they be dissatisfied with the outcome of any problem, as outlined in the Complaints Policy (available on the school website or paper copies can be supplied by the school office).

# School Uniform

## Winter uniform

Autumn and spring terms, September - Easter

navy blue skirt/pinafore dress  
navy blue tailored trousers:  
**(No leggings or joggers)**  
white blouse/shirt  
school tie  
navy blue cardigan/jumper –  
**(V necked, no sweatshirts)**  
white or navy socks  
white or navy tights  
navy or black sensible shoes (not trainers)

OR

grey trousers (long or short)  
white shirt (long or short sleeved)  
school tie  
navy V-neck jumper, **no sweatshirts**  
grey socks  
black sensible 'school shoes'  
**NOT Trainers**



## Summer uniform

Summer term, Easter to July

white and blue **checked** dress (pale blue, not navy) culottes style permitted, but not 'hot-pants'  
**white** socks  
sun hat

OR

grey shorts  
white shirt  
school tie  
navy V-neck jumper, **not sweatshirts**  
grey socks  
sun hat

Closed toe sandals permitted in summer.



# School Uniform

## PE and Sports

For reasons of general health, hygiene and safety, children should always have appropriate kit to change into for PE and games lessons.

**navy blue shorts**

**white T-shirt**

**plimsolls/trainers**

**Navy blue tracksuit / joggers / hoodie for outdoor PE**

Long **hair must be tied back** for PE lessons and jewellery must not be worn. If earrings cannot be removed parents are asked to provide their child with micropore tape to cover them with.

It is essential that **ALL ITEMS ARE NAMED**. If wellington boots are worn to school in winter, please provide a change of shoes to be available in school.

Jewellery, make-up, extreme hair styles, nail varnish or fake tattoos are not permitted at any time. Children may wear a sensible watch.

## Other:

Ties are available from the school office:

Infants (Years R, 1 & 2) have elasticated ties

Juniors (Years 3,4,5,6) have traditional ties

School fleeces with logos are optional for **outdoor wear** but are not an alternative to school jumpers.







**St Ippolyts CE (Aided) Primary School**

**Headteacher: Mrs RE Peddie**

## **POLICY FOR ADMISSIONS**

**2024 - 2025**



The Governors are able to admit up to the Published Admission Number (PAN) of 20 children to the reception class in each academic year. In the event of over-subscription, places will be allocated strictly in accordance with the priority order below.

The Local Authority (LA), Hertfordshire, operates an agreed co-ordinated admissions scheme in line with government legislation. The LA will coordinate the process on behalf of the school according to the scheme published each year. The Governing Body, as the Admission Authority, will allocate the available places in line with this policy.

The closing date for admission applications to be received by the LA is 15<sup>th</sup> January 2024.

Information on completing the online application and notification dates of admission decisions are published in the LA admissions literature, available from the LA website.

All applications must be made on the home LA common application form. Parents/carers are requested to complete our Supplementary Information Form (SIF) and return it to the school office by 15<sup>th</sup> January 2024. If a Supplementary Information Form is not completed the Governing Body will apply their Admission Arrangements using the information submitted on the Common Application Form only, which may result in your application being given a lower priority.

The school provides for the admission of all successful applicants who have reached their 4<sup>th</sup> birthday by the beginning of September. However, please note the following:

- a) Parents offered a place may defer the date of their child's admission until later in the year, or until the child reaches compulsory school age. Summer born children may only have admission deferred until the start of the summer term.
- b) Parents can request part-time attendance until the child reaches compulsory school age.

Where a parent of a 'summer-born' child (1 April – 31 August) wishes their child to start school in the autumn term following their fifth birthday, the Governors will consider the request. If parents do not take up the offered place before the start of the summer term of the school year of entry, then they would have to re-apply for a place in Year 1.

However if parents wish such a child to be educated "out-of year group" i.e. in the Reception Year rather than Y1 they may request this and should discuss it with the school as soon as possible. Such applications will be considered by the governors on a case-by-case basis. Each case will be judged on its individual merits but to admit out of year group would require exceptional and extenuating circumstances and professional evidence explaining why the child's needs cannot be met in the chronological year group.

All such parents should apply for their child's normal age group at the usual time and may submit a request for admission out of the normal age group at the same time.

The governors will respond to this request prior to the offer of a place being made. If the request is agreed to the application can be withdrawn for that year before the place is offered.

If the request is refused, parents may decide whether or not to accept the offer of a place for the normal age group, or refuse it and make an in-year application for admission into Y1 for the September following the child's fifth birthday.

Where a parent's request has been agreed, they must make a new application as part of the main admissions round the following year. Parents do not have the right of appeal against a decision not to place the child in a year group outside their normal age group. By agreement, and in co-operation with the Local Authority, the governors will apply their admissions policy criteria to all applications.

The school does not have any specific units or facilities for pupils with particular special needs and there are no specific facilities for pupils with physical disabilities. The school is on a sloping site. The classrooms are on more than one level but there are ramps for access.

Children who have an Education, Health and Care plan which names the school will be admitted to the school.

## CATEGORIES FOR ADMISSION

### Category 1

Children looked after and children who were previously looked after, including those who appear (to the admission authority) to have been in state care outside of England, and ceased to be in state care as a result of being adopted or became subject to a child arrangement order or a special guardianship order. *See Note 1*

### Category 2

Children living in AREA A on the map available from the school.

### Category 3

Younger siblings permanently residing in the same household as children already on the school roll at the time of entry. *See Note 2*

### Category 4

- i. Children of regular worshipper(s) of the Church of England living in AREA B, whose parents/guardians are regular worshippers of St. Ippolyts Parish Church. *See Note 3*
- ii. Children of regular worshipper(s) of the Church of England living in AREA B, whose parents/guardians are regular worshippers of another Anglican Church. *See Note 3*
- iii. Children of regular worshipper(s) of the Church of England and who are regular worshippers of St. Ippolyts Parish Church, but who live outside the parish. *See Note 3*
- iv. Children of parent(s) or guardian(s) living in AREA B, who are regular worshipper(s) of another Christian denomination. *See Note 3*

### Category 5

Children of any other parent(s) or guardian(s) living in AREA B.

### Category 6

Children of regular worshippers of the Church of England who are regular worshippers of other CE churches outside the Parish and who live outside the Parish. *See Note 3*

### Category 7

Children of parent(s) or guardian(s) outside the Parish, who are regular worshippers of another Christian denomination. *See Note 3*

### Category 8

Children of parent(s) or guardian(s) who live outside the Parish.

## Continuing Interest List

In the event of more applications than available places the governors will maintain a continuing interest list (waiting list). Parents are requested to inform the governors if they wish their child's name to be removed from the Continuing Interest List. The Governors will maintain the list until the end of the academic year.

## Fair Access protocol

We will admit children under Hertfordshire County Council's Fair Access Protocol before those on continuing interest, and over the Published Admission Number (PAN) if required.

## Twins/Multiple Births

Every effort will be made to accommodate twins and other "multiple birth" applications. Where the 20<sup>th</sup> child admitted to the class is a twin or multiple birth, the other twin or sibling will be admitted as an exception to the infant class size rule.

## 'In year' applications

The governing body remains responsible for the allocation of all places in accordance with the school's published admission rules. Any available places will be allocated according to the categories for admission.

The school is NOT part of HCC's In-Year (IY) coordination arrangements and so requests for admission to other year groups should be made directly to the school. Both the LA and the school can provide parents with an IY application form upon request, or parents may wish to access the following link to download a copy of the LA form [www.hertfordshire.gov.uk/admissions](http://www.hertfordshire.gov.uk/admissions). This link also provides additional guidance information. The application form can be accessed by selecting 'Apply to a school that handles its own in year admissions'.

Parents can apply by completing this form and returning it to the school along with a completed SIF, available from the school office or the school website. We will aim to inform parents of the outcome of their In Year application within 15 days. The school will inform the LA of every application and allocation and of both vacancies and numbers on roll. The LA will then be able to prevent duplicate offers being made, ensure safeguarding and that all children are offered places and to ensure that parents are informed of their right of appeal. The school will inform unsuccessful applicants of their right of appeal.

## Appeals

### In year Appeals:

We will write to you with the outcome of your application and, if you have been unsuccessful, the county council will write to you with registration details to enable you to login and appeal online at [www.hertfordshire.gov.uk/schoolappeals](http://www.hertfordshire.gov.uk/schoolappeals)

### Transfer Appeals:

Parents wishing to appeal who applied through Hertfordshire's online system should log in to their online application and click on the link "register an appeal". Out of county residents and paper applicants should call the Customer Service Centre on 0300 123 4043 to request their registration details and log into [www.hertfordshire.gov.uk/schoolappeals](http://www.hertfordshire.gov.uk/schoolappeals) and click on the link "log into the appeals system".

## NOTES

### NOTE 1:

Children looked after and children who were previously looked after, including those who appear (to the admission authority) to have been in state care outside of England, and ceased to be in state care as a result of being adopted or became subject to child arrangements order<sup>1</sup> or a special guardianship order.

Places are allocated to children in public care according to Chapter 7, Section 2 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.

These children will be prioritised under Category 1.

Highest priority will also be given to children who were previously looked after, including those looked after outside England, but ceased to be so because they were adopted, or became subject to a child arrangement order or a special guardianship order.



A "child looked after" is a child who is:

- a) in the care of a local authority, or
- b) being provided with accommodation by a local authority in the exercise of their social services functions (section 22(1) of The Children Act 1989) All children adopted from care who are of compulsory school age are eligible for admission under Category 1. Children in the process of being placed for adoption are classified by law as children looked after providing there is a Placement Order and the application would be prioritised under Category 1. Children who were not "looked after" immediately before being adopted or made the subject of a child arrangement order or special guardianship order, will not be prioritised under Category 1.

#### Child arrangements order

Under the provisions of the Children and Families Act 2014, which amended section 8 of the Children Act 1989, residence orders have now been replaced by child arrangements orders which settle the arrangements to be made as to the person with whom the child is to live.

#### Special guardianship order

Under 14A of The Children Act 1989, an order appointing one or more individuals to be a child's special guardian or guardians. Children previously looked after abroad and subsequently adopted will be prioritised under Category 1 if the child's previously looked after status and adoption is confirmed by Hertfordshire's "Virtual School".

The child's previously looked after status will be decided in accordance with the definition outlined in The Children & Social Work Act 2017:

- i. to have been in state care in a place outside England and Wales because he or she would not otherwise have been cared for adequately, and
- ii. to have ceased to be in that state care as a result of being adopted.

A child is in "state care" if he or she is in the care of, or accommodated by –

- (a) a public authority,
- (b) a religious organisation, or
- (c) any other organisation the sole or main purpose of which is to benefit society

#### NOTE 2: SIBLINGS

A sibling is defined as: the sister, brother, half brother or sister, adopted brother or sister, child of the parent/carer or partner or a child looked after or previously looked after<sup>1</sup> and in every case living permanently<sup>2</sup> in a placement within the home as part of the family household from Monday to Friday.

A sibling must be on the roll of the school at the time the younger child starts school.

If a place is obtained for an older child using fraudulent information, there will be no sibling connection available to subsequent children from that family.

<sup>1</sup> Children previously looked after are those children adopted or with a special guardianship order or child arrangements order. This definition was amended following a determination by the OSA in August 2014.

<sup>2</sup> A sibling link will not be recognised for children living temporarily in the same house, for example a child who usually lives with one parent but has temporarily moved or a looked after child in a respite placement or very short term or bridging foster placement.

#### NOTE 3:

A regular worshipper of a Church is defined as someone who attends the Church at least once every calendar month *and has done for the previous 12 months*. There must be a note (NOT email) to confirm this level of attendance to accompany the application, which must be signed by the priest or minister of the church concerned.

The governors define a 'Christian' Church to be one which is a member of Churches Together in England or the Evangelical Alliance.

In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance will only apply to the period when the church relevant place of worship or alternative premises have been available for public worship.

**NOTE 4:**

Distance: A 'straight line' distance measurement is used in all home to school distance measurements for community and voluntary controlled schools in Hertfordshire. Distances are measured using a computerised mapping system to two decimal places. The measurement is taken from the AddressBase Premium address point of your child's house to the address point of the school. AddressBase Premium data is a nationally recognised method of identifying the location of schools and individual residences.

Tie Break: When there is a need for a tie break where two different addresses are the same distance from a school, in the case of a block of flats for example, the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical addresses of separate applicants, the tie break will be random. Every child entered onto the HCC admissions database has an individual random number assigned, between 1 and 1 million, against each preference school. When there is a need for a final tie break the random number is used to allocate the place, with the lowest number given priority.

**NOTE 5:**

Please note that a repeat application within the same academic year will not be considered by the Governors unless there has been a significant change in circumstances.

**NOTE 6:**

At the point of admission the family must still be residing in the category in which the place was offered.

**NOTE 7: ADDRESSES**

Please note that evidence of permanent residency at the quoted address may be sought.

The address provided must be the child's current permanent address at the time of application

- At the time of application means the closing date for applications
- "Permanent" means that the child has lived at that address for at least a year

Where a family has not lived at an address for a year, they must be able to demonstrate that they own the property or have a tenancy agreement for a minimum of 12\* months and the child must be resident in the property at the time of application. The application can only be processed using one address. If a child lives at more than one address (for example due to a separation) the address used will be the one where the child lives for the majority of the time. If a child lives at two addresses equally, parents/carers should make a single joint application naming one address.

If a child's permanent residence is disputed, parents/carers should provide court documentation to evidence the address that should be used for admission allocation purposes. If two applications are received, with different addresses and/or different preferences, neither will be processed until the address issue is reconciled.

It is for a child's home Local Authority to determine address. If two applications, with different addresses are received from the same Local Authority, it will be for that Local Authority to determine permanent address. If two applications are received from two different Local Authorities, the above process will be used

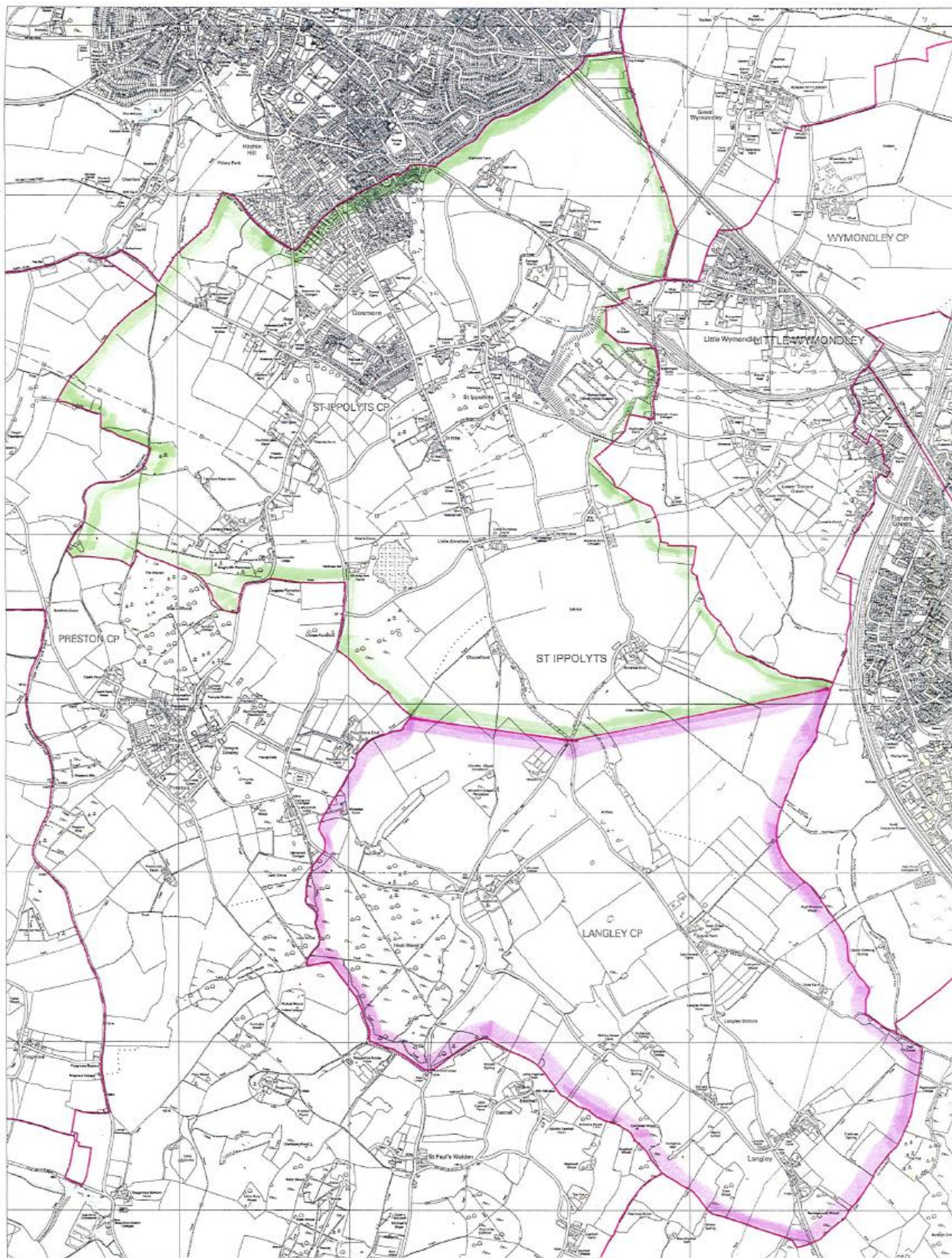
If two different applications are received for the same child from the same address, e.g., containing different preferences, parents/carers will be invited to submit a joint application or provide court documentation to evidence the preferences that should be used for the admission process. Until the preference issue is reconciled neither application will be processed.

For the transfer application rounds, if the initial differing applications (one or both) were received "on-time", an amended joint application will also be considered "on-time" if received before the "late deadline". If the amended joint application is received after the late date, it will be treated as "late".

\* If, because of the nature of the agreement, it is not possible to provide a 12-month tenancy agreement, alternative proof of address will be requested and verified as necessary with the Shared Anti-Fraud Service.



# AREA MAP FOR ADMISSION



St Ippolyts



**Area A**



**Area B**

Digital Map from Dotted Eyes, (c) Crown Copyright

Ordnance Survey Licence Number 100019918





# St Ippolyts CE (Aided) Primary School

Headteacher: Mrs RE Peddie

OFFICE USE  
ONLY

## APPLICATION FOR ADMISSION: **RECEPTION** SUPPLEMENTARY INFORMATION FORM

Parents/carers are requested to complete our Supplementary Information Form and return it to the school office by the closing date for applications. If a Supplementary Information Form is not completed the Governing Body will apply their Admissions Arrangements using the information submitted on the Common Application Form only, which may result in your application being given a lower priority.

Child's name \_\_\_\_\_ M/F \_\_\_\_\_ Date of birth \_\_\_\_\_

Full Home Address \_\_\_\_\_

Postcode \_\_\_\_\_

Telephone number \_\_\_\_\_ Email address \_\_\_\_\_

Parent/Carer name/s \_\_\_\_\_

Term due to start school \_\_\_\_\_

Brothers/sisters already in school \_\_\_\_\_

Are you a communicant member of the Church of England? YES / NO

Do you worship regularly at St Ippolyts Church? YES / NO

Do you worship regularly at another Anglican Church? YES / NO

If yes, which one? \_\_\_\_\_

Do you belong to another denomination? YES / NO

If yes, which one? \_\_\_\_\_

**PLEASE NOTE: APPLICATIONS MADE UNDER CATEGORIES 4, 6, AND 7 SHOULD BE ACCOMPANIED BY A SIGNED LETTER (NOT EMAIL) CONFIRMING REGULAR CHURCH ATTENDANCE AT LEAST ONCE A MONTH FOR THE LAST TWELVE MONTHS, COMPLETED BY THEIR PRIEST/MINISTER. In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance will only apply to the period when the church relevant place of worship or alternative premises have been available for public worship.**

***I confirm that the information I have given on this form is correct.***

Signed \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**GDPR compliant. This information will be held in accordance with GDPR procedures.**