

St Anne’s C of E Aided Primary School Prospectus **2026 - 2027**



“Let all that you do be done in Love”

1 Corinthians 16:14.

St Anne’s strives to “develop the whole child **spiritually**, **mentally** and **physically**” by helping pupils to:

- **Love God**
- **Love learning** and
- **Love themselves and others**

“The Gospel message, delivered through the school’s vision, enables all pupils to achieve well by offering an environment of nurturing provision and an atmosphere of deep care for each other”.

“St Anne’s is a school that lives out its vision and values. ‘The school invest in our families – all work together as one’ explained one parent. As a consequence this Christian community enables all to prosper, knowing that they are loved by God and each other”Church SIAMS Inspection 2019

Dear Prospective Parents, Carers, Pupils and Visitors,

Thank you for taking the time to visit our school. St Anne’s is a very happy, vibrant and busy place; our pupils enjoy coming to school and benefit greatly from the many exciting learning opportunities they are given. The dedicated staff team places a strong emphasis on creating a safe, well-resourced and attractive environment in which all children can learn.

St Anne’s C of E Primary School is a family – orientated school and encourages parents, family members and volunteers from the local community to support learning in all areas of the curriculum and school events.

At St Anne’s C of E Primary School, we are different because:-

- We have wonderful grounds and facilities including our very own school pond.
- A very committed school staff team and governors.
- All children over the age of seven have the opportunity to play a musical instrument and there is whole class music tuition for Year 4.
- An annual residential trip for all children in Year 5.
- A broad range of clubs and extra-curricular activities are offered.
- Our FOSAS (Friends of St Anne’s School; PTA) is enthusiastic in both fundraising and organising social events.
- We work collaboratively with other schools to create further learning and sporting opportunities for our children.
- Our school is involved with teacher training through Bishop Grossteste University, Lincoln.

We hope that this prospectus for the school year 2025/2026 will provide you with a glimpse of this special place.

“Let all that you do be done in love” 1 Corinthians 16:14

“Pupils’ emotional growth and spiritual well-being is at the heart of the school’s work. Pupils are encouraged to be polite, kind, considerate, responsible and respectful to others at all times”....Ofsted

This prospectus includes information, which, by law, the Governors are required to publish. Parents of children who apply and are admitted will receive a copy of the school handbook, which gives more specific information concerning the school, its staff, and organisation, which is particularly relevant to new parents/carers as part of the School’s “induction” process.

I am blessed to be part of this school which recognises that everyone is loved by God; values childhood and is committed to caring for, nurturing and educating the children of the St Anne’s community.

SCHOOL



St Anne’s Church of England (Aided) Primary

ADDRESS:
Harrington Street
Worksop
Nottinghamshire
S80 1NQ

Telephone: 01909 473 223
Email: office@st-annes.notts.sch.uk

HEAD TEACHER

Mrs C Middleton

CHAIR OF GOVERNORS

Mrs K Bradford

TYPE OF SCHOOL

Voluntary Aided, Primary,
Co-educational, Day. 5-11 years

Please note that, wherever parents are mentioned in this prospectus this applies to those who have legal responsibility for the child.

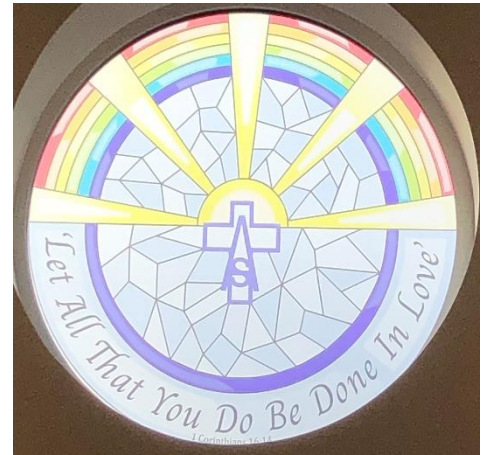
*“Inspirational Christian leadership empowers all members of the St Anne’s community so that they flourish”
....Church SIAMS Inspection 2019*

MISSION STATEMENT

The Mission of St Anne's C of E School is to develop the whole child; spiritually, mentally and physically in a caring, Christian environment through close links to Church and community.



- To help all children at the school develop as individuals through teaching and by providing positive role models.
- To provide a high-quality education through a broad and balanced curriculum in a stimulating and secure working environment.
- To promote a Christian ethos, an awareness of responsibility to self and others and a sense of self-worth.
- To strive for high standards in all aspects of school life.



"The Christian vision is instrumental in creating a truly inclusive environment where everyone is loved and celebrated as a gift from God. The school's approach to equality is unwavering and all differences are celebrated" Church SIAMS Inspection 2019

AIMS OF THE SCHOOL

At St Anne's our aims are for:

Children's Learning

- To be happy and enjoy school by developing independent rounded individuals through the use of positive reinforcement, role models, relationships and responsibility.
- To develop children as individuals by listening to them, caring for them, valuing their efforts and recognising their achievements.
- To provide high quality education for all children with enthusiastic, confident, knowledgeable teachers offering continuity and coherence of educational experience, adequate resourcing and positive leadership.
- To promote social development and care for others.
- To develop creativity and inventiveness.

Teaching

- To use a variety of teaching styles to match subject and activity.
- To be adaptable in meeting individual needs.

Curriculum

- To deliver and build on the National Curriculum and extend it where necessary.
- To promote the moral, social, cultural and spiritual development of each child.

Resources

- To make the most effective use of all available resources; monetary, personnel and children.

Learning Environment

- To provide an attractive, stimulating, safe, secure, clean and welcoming environment.

Standards and Achievement

- To set and maintain high standards of behaviour, dress, manners and respect for others through consistent and fair discipline.
- To have high expectations.
- To set realistic targets, and regularly monitor achievement and evaluate results.

VISITING ARRANGEMENTS

Please telephone the school office to arrange to come and visit us, you will be warmly welcomed.

THE ORGANISATION OF EDUCATION

The children are taught in classes of mixed ability and of similar age groups. There are seven classes - one class for each year group. The class teacher is responsible for teaching all aspects of the National Curriculum and teaches the class for most of the week. Part time teachers are also employed to assist with certain areas of the curriculum. Teachers employ a wide variety of teaching strategies including whole class teaching, group work and individual work.

At the end of the school year in which they are 11, the children transfer to secondary school. We work in partnership with local schools to facilitate the transition to secondary school by participating in summer transition weeks.

SESSION TIMES

The school gates open at 8:40 am and school begins at 8:50 am. All the children line up and are met by their teachers and escorted into class for registration.

School finishes at 3:20 pm.

CURRICULUM

“Staff are ambitious for their pupils. They make sure that all pupils learn about a wide range of subjects. Pupils enthuse about their learning and about the support that staff give them. They know that their teachers want them to do well. Pupils understand the importance of teachers’ advice, ‘to be the best you that you can be’Ofsted 2019

The curriculum is the sum of all children’s experience at school. The curriculum seeks to secure for all pupils irrespective of gender or cultural, religious or social background, entitlement to a number of areas of learning. It also seeks to develop skills, knowledge and understanding necessary for pupils’ self-fulfilment and development as active and responsible citizens.

The school embraces the National Curriculum and the Foundation Stage curriculum. These aim to give a broad based curriculum suited to the age and aptitude of every child. The core curriculum subjects of Maths and English occupy the larger part of the curriculum time and we are confident our curriculum surpasses the expectations set by the National Curriculum.

Our curriculum is delivered through topics, which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year and requires the children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

The Early Years Foundation stage

"Children in the early years get a good start to their life at school. Adults know how to ensure that all children feel safe and happy. As a result, children are thriving in all aspects of their learning"Ofsted



Pupils in their first year of school are taught through this broad balanced curriculum, which emphasises first hand learning activities by our skilled teachers and teaching assistants. The curriculum is divided into seven areas of learning. The three prime areas are:



- Personal, Social and Emotional development
- Physical Development
- Communication and Language

The four Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Pupils are observed and assessed against a National Foundation Stage Profile to determine whether the Early Learning Goals are achieved.

English

English activities take place in every class each day, and include reading, writing, listening and speaking skills, based on the National Curriculum.

"Leaders ensure that pupils develop a love of reading" ...Ofsted 2019

Reading for enjoyment and information is approached with enthusiasm and we have a wide variety of reading books in our well stocked library and age appropriate books in classrooms. In line with government guidance, there is a focus on phonics in the early years.



The school also makes use of the Accelerated Reader programme in KS2, which helps teachers manage and monitor children's independent reading practice. Children read books at their own level and pace. When finished, they take a short quiz on the computer - passing the quiz is an indication that the child has understood what has been read. Children using Accelerated Reader have a free choice of the books to read, rather than having one assigned to them, making reading a much more enjoyable experience. Staff in school help children choose

books that are at an appropriate reading level. These will be challenging without being frustrating, and will also be at a level at which your child can pass the quiz and experience success.

Writing is a key feature of the whole curriculum. The children are taught to write for a variety of audiences and enjoy writing imaginative stories, poetry, letters and reports.

Children are encouraged to develop their written work through note taking, draft writing and word processing. Handwriting and spellings are given regular curriculum time.

Speaking, listening and drama are a crucial part of our work in English. All children are given opportunities to present their work to an audience; school productions and performances provide opportunities.

Mathematics

Mathematics is taught to pupils as a class group or individual activity. The needs of the pupils are well met through differentiated tasks. The National Curriculum is followed throughout the school. Children are encouraged to develop an understanding of mathematical concepts and an acquisition of the necessary skills and techniques involved in computation and the solving of mathematical problems. Investigations, reasoning and problem solving are provided at all levels.

Science

Pupils have opportunities throughout their primary years to investigate and experiment with scientific ideas. Skills, knowledge and understanding develop from these investigations.

Planning and organising skills are taught through experimental work. All pupils record their results in pictorial and written form. Where possible, science topics are integrated into learning topics.

History and Geography

Humanities are taught through topics, through a thematic approach. The children are taught necessary skills to learn about their own locality and its history. They learn to compare other cultures, local life and areas in history with their own and are taught to make use of a wide range of resources to aid learning.

Design and Technology

To recognise the need to design and the use of technology in the everyday world, to create designs, to have opportunity to plan, make and evaluate products.



Computing

The School uses technology in a variety of ways resourced with desktop PC's, mobile laptops and iPads, and plasma screens are in each classroom. All have connection to the Internet and are equipped with a range of software to support teaching across the curriculum.

Children are taught to be responsible, competent, confident and creative users of information and communication technology so that they become digital literate. Children are taught how digital systems work and how to put this knowledge to use through programming. Children access the internet within the parameters outlined in the school's E-Safety Policy.

Music

The love and enjoyment of music in its various forms is something the school considers extremely important. **Music is for everyone.** We believe that Music education should engage and inspire children to develop their love of music and talent as musicians, and so increase their self-confidence,

creativity and sense of achievement. To be able to perform and compose music, listen critically and have some knowledge of musical history and traditions.

The children have the option to learn to play an instrument through Inspire Arts Support Service including flute, clarinet, brass, recorder and whole class, ukulele.

"Music is a strength of the school"....Ofsted

Art and Design

To produce creative work, exploring their ideas and recording their experiences using a variety of techniques. To develop an awareness of the language of art; to know about artists and various kinds of art and its history.

Modern Foreign Languages

Pupils in KS2 have the opportunity to learn French. Lessons are highly practical and focus on learning the language through songs, poems, role-play and games. However, we acknowledge and celebrate the rich variety of language experiences our children bring to the community.

P.E.

Physical education is a very important part of a child's development. We acknowledge the importance of sport in society and aim that the children will develop the necessary skills and attitudes required for active participation.



Throughout the year there are opportunities for athletic activities, dance, games, gymnastics, and outdoor activities. Swimming is included in the Curriculum in Years 3 and 4. The school participates in interschool competitions and buys in external sports providers during parts of the year. The school has achieved various Gold School Games Mark over the years.

Religious Education and Collective Worship

Quality Christian Worship and RE are valued and are an essential part of the school curriculum and is provided in accordance with the current Local Authority agreed syllabus. Through both RE and Collective Worship the children will gain a sound knowledge and understanding of the Christian faith. They are given opportunity to explore their own thoughts and feelings. Through RE they are also given the opportunity to learn about, understand and respect other cultures and beliefs.

Questioning and the development of thinking skills is an important element of the teaching process alongside developing each child's spirituality within their own context.

"Extremely strong, mutually beneficial links with the local church contribute significantly to the school's distinctive Christian character"....Church SIAMS Inspection 2019

The school fosters close links with St Anne's Church with pupils visiting the Church on a regular basis and the clergy leading worship weekly; worship on other days is led by a member of the teaching staff. The school holds several Church Services each year; some are led by children, to which all members of the community are welcome to attend. Parents may exercise their right of withdrawal from this curriculum area and worship under the 1998 Education Act.



Personal and Social Development and the promotion of equal opportunities, is seen as part of the total curriculum of the school.

“Pupils’ outstanding spiritual and personal development results from the experiences provided through the creative curriculum, first-ate Religious Education (RE) and high quality collective worship” ...Church SIAMS 2019



Relationships, Sex and Health Education

The School has an SRE policy which is Christian based. The curriculum is appropriate to the pupils’ age and is presented within the context of personal responsibility, relationships, Christian values and morality. Parents may wish to exercise their right to withdraw their child from this area of the curriculum under the 1998 Education Act.

Drug Education

Year 6 children are involved in the DART (Drug Abuse Resistance Education) programme which has been run for a number of years in school, helping them develop skills in dealing with peer pressure and keeping healthy and also supporting transition into secondary school and beyond.

HOMEWORK

Homework is seen as an extension of learning at school.

In setting homework, we aim to:-

- Promote positive attitudes to work and school
- Develop a thirst for knowledge
- Raise achievement of all pupils
- Consolidate and reinforce skills across the curriculum
- Encourage and develop independent learning and increase self- discipline.

A variety of different types of homework are used, depending on the age and ability of children. These include:-

- Reading
- Learning spellings and multiplication facts
- Completing class work
- A piece of research related to an area of study in school
- Re-telling information to parents or teaching something they have learned to someone else.

At the start of every term, a letter is sent home to parents and carers detailing expectations around homework, class routines and the topic being studied that term.

ATTENDANCE

“Imaginative curriculum design is enhanced by a range of residential visits, special focus days and a broad range of extra-curricular clubs. This results in pupils who are keen to attend school and seek to give of their best. They are enthusiastic about their learning and believe they ‘learn new stuff every day” ...Church SIAMS Inspection 2019

The Education Act states that parents have the primary responsibility for ensuring that children of compulsory school age receive a suitable education and attend school for as many days of the school year as possible.

Recent regulations brought in by the Government set out procedures for issuing penalty notices (fines) to each parent who fails to ensure their child's regular attendance at school.

Head teachers may not grant any leave of absence for holidays during term time. If any parent wishes to request a leave of absence during term time this needs to put in writing to the school for consideration and the school will be guided by the Local Authority as what is deemed as exceptional circumstances.

At St Anne's we ask parents and families to support us by promoting good attendance.

We ask that all absences, due to illness, should be notified to the school office as soon as possible; ideally by phone before 8:45 am. An absence is unauthorised if the school is not notified by phone or in writing as to the reason for that absence. As part of the school's reward system, attendance awards are given to children whose attendance is above a certain level.

HOME SCHOOL AGREEMENT AND COMMUNICATION

The School encourages an open door policy to parents and carers. Whilst formal meetings are organised on a termly basis, parents are encouraged to speak to their child's teacher at a mutually convenient time to discuss any immediate concerns. Currently, restrictions mean that this is by telephone and email.

There is a weekly newsletter. This is our main way of letting parents and carers know what is going on in school. Dates are displayed for future reference. In our mission to become an Eco-School general information letters and the newsletter are emailed home to the majority of parents however if no internet access is available at home then paper copies of letters can be requested.

Letters requiring a response from parents are sent home via 'pupil post', or electronically through 'Parent Pay/ Microsoft forms', so we ask that your child's book bag and your emails be checked on a daily basis.

Our school website is very popular and is a mine of information. The newsletters can also be found here and there are links to help your child's learning.

We regularly use the texting service as well as the 'Marvellous Me' app and Twitter.

Communication is a two way process. We would appreciate it if you could keep the school informed about the 'ups and downs' in your child's life. If you or your child has any worries, please contact us.

When your child starts school, they will be asked to sign a Home School agreement form, which will remain in their file until they leave the school.

If the school has to close suddenly, for example due to extreme weather, the school will communicate to all families via text message.

SCHOOL DISCIPLINE

"Pupils behave well. They play well in the playground together. In lessons, they listen when teachers or other pupils speak".....Ofsted 2019

Staff work in co-operation with parents to maintain the high standards of behaviour in school. The basic underlying philosophy of the school Behaviour Policy is that children and staff should respect each other and act with courtesy at all times.

In order to promote good behaviour and positive attitudes the school has developed a code of conduct which parents are informed of when their child begins school.

All our children follow Five Golden Rules:

- To treat other people with respect.
- To work hard and try our best.
- To look after everybody and everything around us.
- To always listen to other people.
- To be honest and tell the truth.

“Pupils are kind and caring. The school’s five golden rules encourage pupils to respect each other. This helps to create strong relationships between pupils, and staff”....Ofsted 2019

When sanctions are necessary they will always be appropriate to the individual child and the circumstances of the incident. All staff have high expectations of standards of behaviour and politeness.

It is our aim to develop in our children a sense of self-discipline and to create a climate for an orderly and happy community, in which there is mutual respect between all members.

A House System is also in operation at this school and in many cases can be of considerable help in rewarding good behaviour.

“Pupils’ exemplary behaviour and attitude to life and learning reflect their understanding and application of the school’s Christian vision of love God, love learning and love themselves”...Church SIAMS Inspection 2019

PARENTS/CARERS AND SCHOOL

“St Anne’s is a strongly supportive, nurturing and inclusive community”.... Church SIAMS Inspection 2019

At St Anne’s we acknowledge that parents/carers are a child’s first and most important educator and we appreciate the vital role you play in supporting your child to develop a positive attitude to school and learning. The school seeks to involve parents/carers as much as possible in the education process. Parents/carers are regularly kept informed of their child’s progress on an informal level. Formal meetings for parents to discuss their child’s progress are held during the Autumn and Spring Terms. A written report is sent home in July.



The school encourages parents and grandparents, who are able to, to help with classroom activities, support a school visit or accompany children when swimming.

The school has a Parent Forum, which is a group of parent representatives who meet every half term to discuss school-related issues. Regular, open communication and consultation with parents is really important to the school. A Parent Forum is a valuable way to listen to ideas and concerns and seek parent’s views, helping to make sure the needs of children and their families are met within our community. The meetings are led by school staff.

The school also has a very active Friends of the School Association (FOSAS) which organises social and fund raising events for the benefit of the school, and is consulted on issues of future development.

PARKING

The School car park is for staff use only with permitted access for disabled parking. There is also a designated disabled parking bay in the Church car park. In the interest of road safety, we ask parents to observe the parking restrictions adjacent to the school on Harrington Street and to avoid

parking across the driveways on Devonshire Street. The Church Hall car park is available for parents use when there are no events at the Church.

PASTORAL CARE

All staff work hard to build a safe and secure environment in which children feel valued and able to reach their full potential. The Head Teacher is always available to meet parents and carers to discuss any concerns regarding their child.

“High expectations are shared by all, as a result the quality of the learning environment is exceptional”....Church SIAMS Inspection 2019

Conversely, should we have any concerns about the health and well-being of children then we will contact parents at the earliest opportunity. The health and safety of children is of the utmost importance to us. The school is kept clean and tidy and free from hazards and should any child require emergency first aid, there are two named first aiders and many other staff trained in emergency first aid.

BREAKFAST CLUB

The Breakfast Club is open to children between 8:00 am – 8:50 am, Monday to Friday term time only. Due to the staff and pupil ratio allowed places need to be booked in advance via ParentPay.com.

Breakfast generally consists of a choice of cereals or toast and toppings, and a glass of apple / orange juice or milk. Due to time constraints, we are unable to provide breakfast for children arriving after 8:20 am. The club is run by St Anne’s School staff and a range of activities are on offer in a morning.

AFTER SCHOOL CLUB

After School Club is open to children from 3:20 – 5:30 pm, Monday to Friday term time only. Due to the staff and pupil ratio allowed places need to be booked in advance via ParentPay.com.

Children are provided with a light tea and drink. The club is run by a mixture of St Anne’s School staff and St Anne’s Church Children and Youth Workers and a range of activities are on offer in the afternoon.

SCHOOL MEALS

All KS1 (Reception, Year 1 and Year 2) children are currently eligible to receive free school meals, paid for by the Government. The Education Catering Service provides a well-balanced, nutritious meal each day, which is cooked on the school premises. The lunch menu is on a three weekly cycle and is changed twice a year. Packed lunches from home can be accommodated.



MORNING SNACKS

Children in KS2 are able to purchase a pre-booked teacake or a crumpet to have as a morning snack. Booking is via ParentPay.com and charged at 30p per snack.

SCHOOL CLUBS

“There are many popular clubs for pupils to attend. These enable pupils to develop new interests”...Ofsted 2019



The school provides a variety of both internally and externally provided clubs during the school lunch hour and after-school over the academic year.

Peacemakers
Book Clubs
Recorder Groups
Gardening
Choir
Football for girls and boys
Eco-Committee
Cooking Club



SCHOOL UNIFORM

All children are encouraged to take personal pride in their appearance and to gain a sense of identity and belonging by wearing the St Anne's uniform.

The school colour is sky blue and school jumpers, cardigans and t-shirts are available from Logo Leisurewear: <http://logoleisurewear.com>

The uniform is as follows:

- grey trousers (grey school shorts in the summer), grey skirt/pinafore dress (blue and white gingham dress in the summer), black/grey socks/tights, sky blue St Anne's polo shirt and sweatshirt/cardigan with the school emblem.
- Footwear - children are required to wear sensible appropriate footwear. Plain black shoes, with a good grip and NOT trainers. Trainers should only be worn for PE.
- PE kit - all children are required to have a PE kit of sky blue St Anne's crew neck t-shirt and navy blue/black PE shorts for summer wear and navy blue/black leggings/joggers or the new tracksuit bottoms (available to purchase from Logo Leisure Wear).

Children are required to wear black sensible shoes, with a sturdy sole. Trainers will only be allowed for PE.

All children are required to have a PE kit of sky blue St Anne's crew neck t-shirt and navy PE shorts. Key Stage 2 children will need clothing suitable for outdoor games in winter.

JEWELLERY AND VALUABLE ITEMS

For Health and Safety reasons, we ask that jewellery worn in school is confined to stud earrings and small wristwatches. The accidental pulling and catching of earrings, rings and necklaces during play can cause severe injury.

Children are asked to remove studs during P.E/games and swimming. The school cannot accept any responsibility for the loss or damage of jewellery and watches.

We also ask parents to ensure that items of value are not brought into school. This includes expensive watches, iPods, mobile phones etc.

SPECIAL NEEDS TEACHING ARRANGEMENTS

“Staff are ambitious for pupils with special educational needs and / or disabilities. They include pupils with SEND in all lessons. They want them to gain the same knowledge and understanding as others. They provide these pupils with effective help”.....Ofsted 2019

Disability Discrimination Act

At St Anne’s we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

In accordance with the Code of Practice, the school has a detailed policy for children with special needs. This document outlines early identification of pupils, the different stages of support and the methods employed to address the needs of children recognised as having specific learning difficulties.

Most of this teaching is provided by the classroom teacher, using his/her professional expertise and the school resources for special needs. Extra teaching support is also made available throughout the school to create smaller groups or individual teaching.

Where children are recognised as having “exceptional needs”, extra support may be provided by the Local Education Authority.

“Provision for pupils with special educational needs and disabilities is exceptional and recognised by those services working with such pupils”.... Church SIAMS Inspection 2019

SCHOOL HEALTH SERVICE

The School work in partnership with a range of agencies to support individual children.

MEDICINES

In line with the Department Of Health’s Guidelines, there is no legal or contractual duty on staff to administer medicine or supervise a child taking it. The only exception to this is staff with specific duties to provide medical assistance as part of their contract.

The staff team will however administer medicines if it is necessary for a child to have a dose in school time. The medication must be in date, in the correct packaging and have the child’s name and dosage requirements.

The medicine, accompanied by a completed Consent Form (available from the School Office Reception area) should be given to the School Office at the beginning of the day.

The school cannot take responsibility for medicines being administered where the timing is crucial or where some technical or medical knowledge or expertise is required.

SCHOOL COUNCIL

The School Council comprises of two representatives from each class from Year 1 upwards. An annual election is held for the appointment of the prime representatives for each class. We value the opinions of the learners at St Anne’s and the School Council is the ‘voice’ of the school. We consult the Councillors when policies are drawn up.

PUBLIC ACCESS TO DOCUMENTS AND INFORMATION

Copies of the following can be provided on request:

- a. All statutory instruments, circulars and administrative memoranda concerning the curriculum which are sent to schools by the Department for Children, Schools and Families.
- b. All published Ofsted reports which refer to the school.
- c. All schemes of work currently used by teachers in the school.
- d. All syllabuses followed where appropriate.
- e. The L.A.’s agreed syllabus for R.E.
- f. A copy of the relevant part of the Trust Deed which governs the provision of religious education and any other written statement which may have been prepared about arrangements for religious education including any syllabus in use in the school.

THE ROLE OF THE GOVERNING BODY

“Governors have a deep and insightful appreciation of the school’s strengths and areas for development. The inspirational and highly committed headteacher ensures that all pupils are supported to be the best they can be”.... Church SIAMS Inspection 2019

Under the Education Reform Act (1988) the Governors play an important role in the management and leadership of the school. Our School Governors are as follows:

Mr C Adams	Mr T Gray	Mrs F Mather	Mrs T Shaw
Mrs K Bradford	Mrs D Hayes	Mrs H Aston	Rev D Gough
Mrs A Ridout	Mrs L Selden	Mr E Richards	
Mrs C Middleton (Head Teacher)			

COMPLAINTS PROCEDURE

Arrangements for making general complaints to the Governing Body can be obtained from the Head Teacher.

Arrangements for making formal complaints to the Governing Body, the Local Authority or both, about the curriculum, can be provided by the Head Teacher on request.

ADMISSIONS

Applying for a School Place

All admissions for children who are approaching their 5th birthday are by application. Parents are sent details by the Local Authority regarding application early in the Autumn term preceding the school year in which their child is five. The criteria laid down in the Admissions Policy is strictly adhered to. Parents are notified during March / April by the Local Authority, as to where their child has been allocated a school place for the next academic year.

The full Admissions Policy forms part of the Appendix of this prospectus.

The school will contact parents in the summer term prior to their child’s entry inviting them to an information evening in which the staggered start in early September will be discussed.

Church of England Schools have a duty to live and share the Good News of Christ, to serve the wider community in the name of God and to nurture children from Christian families.

NATIONAL CURRICULUM ASSESSMENT RESULTS

Percentage of pupils attaining each level in the National Curriculum were as follows:

Early Years Foundation Stage 2025

73% Good Level of Development (National 67.7%)

Year 1 Phonics 2025

St Anne's School – 79%

National - 80%

KS2 Attainment – May 2025

Pupils Achieving Expected Standard and above:

Subject	St Anne's School	National
Combined (R/W/M)	71%	61%
Writing	79%	72%
Reading (19/24)	79%	74%
Maths	92%	73%

24 Children in the cohort.

KS2 Attainment – May 2025

Pupils Achieving Higher Standard

Subject	St Anne's School	National
Combined (R/W/M)	8.3%	8%
Writing	17%	13%
Reading	21%	28%
Maths	29%	24%

24 Children in the cohort.

SERVICES PROVIDED BY THE LOCAL EDUCATION AUTHORITY FROM WHICH THE SCHOOL BENEFITS

General Services:	Early Help Support Unit Educational Psychology Service Child Health Service Education Catering Service Education Library Service The Advisory and Inspection Service NCC HR & Finance
-------------------	---

CHARGES FOR SCHOOL ACTIVITIES

A. CHARGING POLICY

1. Most extra-curricular clubs and activities organised within the school day are free of charge. Voluntary contributions may be requested from parents so that an activity can take place or to purchase items for a club to operate. Pupil participation in such activities is subject to parental agreement.
2. Visits - Residential
A charge is made for board, lodging and transport for residential visits. Voluntary contributions may also be requested for other expenses involved for the visit to take place.
 - a. Non-Residential No charges are made for non-residential visits during school hours but voluntary contributions may be sought from parents in order for the visit to take place.
 - b. Charges may be made for visits outside school hours. Pupil participation in such visits is subject to parental agreement.
3. Charges are made for instrumental tuition. Parents who request tuition enter into a contract with the provider and pay in advance for lessons on a termly basis.
4. Charges may be made for ingredients or materials used in Home Economics or Craft work classes if parents indicate (in advance) a wish to own any finished product. The charge will not exceed the actual price paid by the school for the materials used by the individual child.
5. Parents may be asked to pay for any deliberate damage caused by their child to school property or damage resulting from a pupil's misbehaviour.

B. REMISSION POLICY

Our School Governing body has set the following policy with relation to the charging for school trips and activities. The School Governing Body is committed to the general principle of free education. In determining the charging and remissions policies which are set out in this document the Governors have been mindful of the following:

There is a remission of charges in respect of:

- i. instrumental tuition.
- ii. the board and lodging element of residential visits which take place during school hours.
- iii. that there is no statutory requirement to charge for these (Sections 449-462 of 1996 Education Act). However it does state that charges may be made for these activities.

- iv. that if less than 50% of the activity takes place in school time it will be deemed as taking place out of school hours.
- v. that participation in these activities will be a matter of parental choice and their willingness to meet any charges which are applicable.
- vi. that the agreement of parents is a necessary prerequisite of a child’s involvement in these activities.
- vii. that the charge must not exceed the actual cost
- viii. that a Residential visit or activity is defined as 1 which involves children spending 1 or more nights away from home
- ix. that no demands for contributions can be made to children whose parents are eligible for Income Support; Income – based Job Seeker’s Allowance; An income-related employment and support allowance; Support under Part VI of the Immigration & Asylum Act 1999; Child Tax Credit & where the parent is not eligible for Working Tax Credit but whose annual income (as assessed by Inland Revenue) does not exceed £16,190; For Reception, Year 1 and Year 2 pupils only - families receiving Working Tax Credit and with an annual income that does not exceed £16,190; The Guarantee element of State Pension Credit.

THE SCHOOL FUND

In addition to money provided by the Local Education Authority, there is a school fund which is managed by the Headteacher, and which consists of donations and other income raised in a variety of ways, the purpose of which is to benefit the pupils of the school by the provision of facilities, equipment, activities, and financial assistance over and above that which is made available by the Education Authority.

DISCLAIMER

The information given in this leaflet which relates to the school year 2023/2024 was valid at the time of printing. It should not be assumed that there will be no changes affecting subsequent years.

“Let all that you do be done in love” 1 Corinthians 16:14

‘Developing the whole child; spiritually, mentally and physically in a caring,
Christian environment through close links to Church and community’.

INFORMATION SHEET - TO BE KEPT BY APPLICANT
Worksop St. Anne's Church of England (Aided) Primary School
ADMISSIONS POLICY
for the Academic Year beginning 1 September 2026 / 2027

INTRODUCTION

St. Anne's School is a Church aided primary school in Southwell & Nottingham Diocese and is maintained by Nottinghamshire County Council. This means that St Anne's Church and Southwell & Nottingham Diocese have contributed towards the cost of building the school and continue to care for its buildings and its people.

It is a Voluntary Aided School in which the Governing Body is responsible for admissions. It is guided in that responsibility by the requirements of the Law, by advice from Southwell & Nottingham Diocesan Board of Education, its duty to the community and the common good. It adheres to the Department of Education School Admissions code 2021, Nottinghamshire LA guidelines and Fair Access Protocol.

In making an application for admission to St Anne's School, parents should be aware that their children will receive religious instruction in the Christian faith in accordance with the principles and practices of the Church of England and will receive their education in a Christian school.

The normal point of entry to the school is the Reception Class, in the September following the child's fourth birthday. It is the Governors' intention to admit 30 pupils to the Reception Class in line with the Government's Class Size Initiative. The Governors' policy is to set the maximum size of all classes at 30 unless there are exceptional circumstances. Parents do have the right to defer entry until later in the school year or to take up a part time place.

St Anne's School is currently one of the schools in the Outwood Academy Portland family in the Worksop area. The list of Church of England Secondary Schools in Southwell & Nottingham Diocese can be obtained via the School Office – parents should note that all secondary schools have their own admissions policies and attendance at St Anne's School does not guarantee a place at them.

St Anne's catchment area is defined on the attached map.

COORDINATED SCHEME FOR ADMISSIONS

Details of the coordinated scheme can be obtained from Nottinghamshire County Council (www.nottinghamshire.gov.uk). Applications for places are made to the home local authority.

The Governors of St Anne's School request that if a child is to be considered under the religious criteria then an **additional** form “**Worksop St Anne's Church of England (Aided) Primary School: Supplementary form**”, which is available from the School, be completed and returned to the School by the closing date for applications.

ADMISSION OVERSUBSCRIPTION CRITERIA (to be read in conjunction with the Explanatory Notes)

The published admission number is 30.

Children with a Educational Health and Care Plan (EHP) that names St Anne's Church of England (Aided) Primary School will be admitted.

All other applications for admission will be considered and placed in an order of priority. 1 will represent those children most likely to gain admission and criterion 7 those least likely to gain admission if applications exceed the Published Admission Number (PAN) of 30.

The Governors will use the supplementary form “*Worksop St Anne's Church of England (Aided) Primary School: Application for Admission*” when considering applications. This form asks for information that will enable the Governors to determine whether the child and/or the parents worship regularly at St Anne's Parish Church or at another Christian Church. If the additional information is not submitted, it may not be possible to determine whether or not the child or the parents worship regularly.

Within each category, priority is given to those who live closest to the school determined by distance measurements, See notes 1 and 2. according to the distances measured by Nottinghamshire County Council, (see notes 1 and 2).

1. Looked After Children and Previously Looked After Children including those children who appear (to the admissions authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who worship or whose parents/carers worship regularly at St Anne’s group of parish churches.
3. Children who live in the catchment area at the closing date for applications and who at the time of admission will have a sibling attending St Anne’s school.
4. Children who live in the catchment area at the closing date for applications.
5. Children who worship or whose parents/carers worship regularly at another Christian church belonging to Churches Together in England (CTIE). Details about churches belonging to CTIE can be found at <https://www.cte.org.uk/>
6. Children who live outside the catchment area and have a sibling attending the school at the time of admission.
7. All other children, giving priority to those living nearest to the school as the crow flies.

Twins and multiple births – where one child of a multiple birth can be admitted, the other child/children will also be admitted.

EXPLANATORY NOTES

Terms and definitions

1. Home address - The child’s place of residence is taken to be the parental home, other than in the case of children fostered by a local authority, where either the parental address or the foster parent’s address may be used. Where a child spends part of the week in different homes, one of which is not a parental address, their place of residence will be taken to be their parent or parents’ address. If a child’s parents live at separate addresses, where the child permanently spends at least 3 ‘school’ nights i.e. Sunday, Monday, Tuesday, Wednesday or Thursday will be taken to be the place of residence. Addresses of other relatives or friends will not be considered as the place of residence, even when the child stays there for all or part of the week. Evidence that a child’s place of residence is permanent may also be sought. Such evidence should demonstrate that a child lived at the address at the time of the application, and will continue to live there after the time of admission. Informal arrangements, even between parents, will not be taken into consideration. The governing body may also seek proof of residence from the courts regarding parental responsibilities in these matters.

For children of UK service personnel (UK armed forces) or crown servants returning from overseas to live in this area a place will be allocated in advance of the family returning from overseas to live in this area provided the application is accompanied by an official letter that declares a relocation date and evidence of the address at which the child will live after relocation or if the parent wishes then the Unit postal address or quartering area address. This address will be used for any distance measurement.

2. Distance measurements – When required to determine priority for admission, within each of the criteria, priority will be given to children who live nearest to the school as the crow flies (by straight line). Distances are measured from the main administrative point at the school campus to an address point (using eastings and northings as defined by Ordnance Survey) to the child’s home using the local authority’s computerised distance measuring software. In the event of needing to choose between pupils living in the same block of flats, with the same distance measurement, the lowest numbered flat(s) will be treated as being closest to the school.

3. Looked after child and previously looked after child - For school admissions we will use the following definition:

A 'looked after child' 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 (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).

Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

See Section 14A of the Children Act 1989 which defines a ‘special guardianship order’ as an order appointing one or more individuals to be a child’s special guardian (or special guardians).

4. St Anne’s group of parishes consists of St Anne’s CofE Church Worksop, St Mary’s CofE Church Norton Cuckney or St Winifred’s Church Holbeck.

5. Catchment Area is clearly defined on the attached map (Appendix 1).

6. Regular worship is defined as attendance at a recognised church service or church activities which include an element of worship, averaging at least once each month over the 12 months prior to the date of the Governors’ Admissions Committee meeting that considers applications for admission. Evidence of regular worship must be provided in the form of a letter from the Vicar or curate at St Anne’s group of parishes or the minister of the church you attend.

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 or alternative premises have been available for public worship.

7. Parents – For school admissions we will use the following definition:

- the mother of the child
- an adoptive parent
- the father of the child where he was married to the mother either when the child was born or at a later date
- the father of the child if (since 1 December 2003) he was registered as the father on the birth certificate
- any other person who has acquired ‘parental responsibility’ through the courts.

8. Siblings are regarded as

- a brother or sister who share the same parents
- a half-brother or half-sister or legally adopted child living at the same address as the child
- a child looked after by a local authority placed in a foster family with other school age children
- stepchildren or children who are not related but live as a family unit, where parents both live at the same address as the child.

9. Tie-breaker – where two applications that cannot otherwise be separated, a randomized process will be used supervised by someone independent of the school.

ADDITIONAL INFORMATION

False Information

The Governing Body reserves the right to withdraw the offer of a place or, if the child has already begun attending the School, to require the removal of the child, if the offer of a place has been made on the basis of fraudulent or intentionally misleading information being supplied on the Common Application Form and/or St Anne’s own supplementary form.

Late Applications

Applications for places are made to the child’s home local authority by the closing date of 15th January. Any applications received after this date are processed as late applications in line with Nottinghamshire County Council’s co-ordinated scheme.

In-year applications

The school participates in Nottinghamshire County Council’s in-year coordinated scheme. In the event of a place being available in the appropriate year group then that will be offered by Governors but communicated to parents by Nottinghamshire County Council. If no places are available, the child’s name will be added to the waiting list and will be subject to the same oversubscription criteria as above and should subsequent applicants be added to the waiting list in the same year group the list will be ranked again in line with this criteria as per paragraph 2.15 of the School Admissions Code 2021.

Where mid-term applicants are received from children for whom this school is the named school in an ECHP or from children ‘looked after’ by the Local Authority the school will admit regardless of whether or not a place is available in that year group.

Applications will be considered by the Admissions Committee and, if a vacancy exists in the appropriate class, a place will be offered subject to the Oversubscription Criteria being applied.

Admissions Outside of Normal Age Group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Parents requesting to delay admission for a summer born child until compulsory school age must reapply for a school place the following year. Requests for admission outside of the normal age range should be submitted to the school in the first instance.

The school will make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent’s views; information about the child’s academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The governing body will also take into account the views of the head teacher before any decision is taken. When informing a parent of their decision on the year group the child should be admitted to, the governing body will set out clearly the reasons for their decision.

Where the governing body agrees to a parent’s request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and the school will then process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. The application will not be given lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Where a child has been educated out of the normal age group it is the parent’s responsibility to again request admission out of the normal age group when they transfer to secondary school. It will be for the admission authority of the preferred school to decide whether to admit the child out of the normal age group.

Waiting List

In conjunction with Nottinghamshire County Council, the School maintains a waiting list until the end of the Autumn Term of those unsuccessful Reception Class applicants. After this date, the governing body will maintain a waiting list until the end of the academic year. The list is for parents who would still like their child to be considered if and when a vacancy arises in the appropriate class. All those on the waiting in each year group will be ranked in line with the oversubscription criteria. Each time a new application to the year group is received, all those waiting will be re-ranked again in accordance with the criteria. Whenever a vacancy arises the Governors review all those waiting for a place in that particular year group and apply the

oversubscription criteria to determine which place is offered. The governing body then notify Nottinghamshire County Council who will write to parents

Appeals

Parents have the right to make a formal appeal against a decision not to offer them a place for their child at the school of their choice. Full details of the appeal procedure will be provided at the time admission is refused. The deadline for lodging appeals allows appellants at least 20 school days from the date of notification that their application was unsuccessful to prepare and lodge their written appeal. To lodge an appeal, please write to the Diocesan Appeals Clerk, Mr. T. Redgate, c/o Rotheras Solicitors, 2 Kayes Walk, Stoney Street, The Lace Market, Nottingham, NG1 1PZ or email ([mailto:t.redgate@rotheras.co.uk?subject=Appeal against a decision to not offer a place at St Anne's \(CofE\) Primary School](mailto:t.redgate@rotheras.co.uk?subject=Appeal%20against%20a%20decision%20to%20not%20offer%20a%20place%20at%20St%20Anne's%20(CofE)%20Primary%20School)), so that the formal appeal process can be put into motion. Appeals will be heard by an Independent Appeal Panel in accordance with the School Standards & Framework Act 1998.

Confirmation of acceptance of offered place

Once the LA has written to parents informing them of the allocated school for their child, the local authority will write to parents of children allocated places at St Anne's School asking them to confirm that they wish to accept the place that has been offered.

This policy reflects the governing body's commitment to ensuring that the admissions process is fair and non-discriminatory and should ensure that any equal opportunity issues arising from the process are included.

Fair Access Protocol

The government has stated that all Local Authorities must have a Fair Access agreement that allows hard to place children to be given a place before any over-subscription criteria are applied and before anyone is considered under the oversubscription criteria.

St Anne's participates in Nottinghamshire County Council's Fair Access Protocol.

The purpose of the Fair Access Protocol is to ensure that vulnerable children are offered a school place as quickly as possible and to evenly spread children with additional needs across all schools in the county. The protocol only applies to mid-term applications; it does not operate when children transfer from primary school to secondary school.

Contact Address

For further information regarding Admissions to St Anne's School, please contact, in the first instance, the Head. The address and telephone number are:

The Head Teacher
St. Anne's Church of England (Aided) Primary School
Harrington Street
Worksop
Nottinghamshire
S80 1NQ

Telephone: 01909 473223

Worksop St. Anne's Church of England (Aided) Primary School

SUPPLEMENTARY FORM 2026/2027

DETAILS OF CHILD

Surname Forename Middle Name

.....

Date of Birth/...../.....

Address at which child is resident (evidence of address may be requested) (*note 1*)

.....
.....

Telephone No. Post Code.....

Has the child been Baptised or Dedicated in a Christian church? Yes/No* Please send documentary evidence

ADDITIONAL INFORMATION

Full Name of Parent/Guardians (*note 6*)

Mr/Mrs/Ms/Miss

If you as parent/guardian worship regularly (*note 5 - regular attendance would be seen as at least once a month for a 12 month period*) at St. Anne's Church or another Christian church belonging to Churches Together in England (CTIE) (Website: <https://www.cte.org.uk/>) please state:

(1) Which Service(s) you attend

.....

(2) How often have you attended in the last 12 month? (Please provide a supporting letter from your minister who can confirm this)

.....

(3) How long have you been attending a Christian Church?

.....

If you worship(ped) at another Christian Church (*note 4*) please state the name and address of that Church (a supporting letter from the Priest/Minister of that Church should be provided).

.....
.....

The application for a place at Worksop St. Anne's School is in accordance with the information on admissions published by the School Governors. Please give any additional supporting information on a separate page paying particular attention to the oversubscription criteria and explanatory notes on the information sheet.

Please return completed forms to The Office Manager, Worksop St. Anne's C of E (A) Primary School, Harrington Street, Worksop, Nottinghamshire. S80 INQ

*Please delete as necessary

Date received at school.....

Appendix 1 – Catchment Area

