

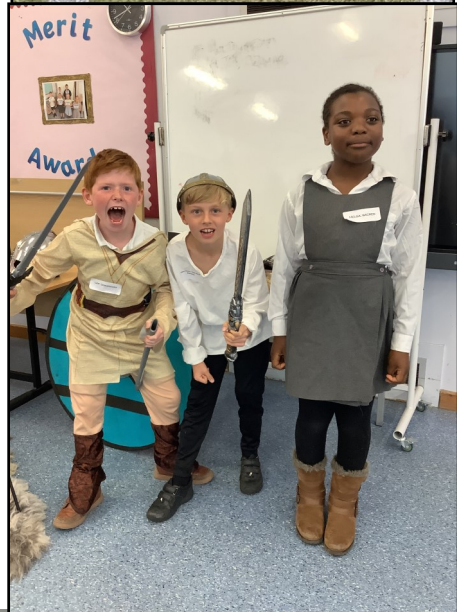
South Hykeham



Community Primary School

SCHOOL BROCHURE 2025

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Welcome to South Hykeham Community Primary School

At South Hykeham Community School we strive to provide our children with a supportive and caring environment in which they are encouraged and nurtured.

The children receive a high quality of education which reflects the hard work and dedication of the staff. At our school, Everyone is valued equally and to that end we set high expectations of both ourselves and our pupils. We ensure that our school ethos promotes high quality teaching and learning.

We want our pupils to look back on their time with us with great affection having learnt a true sense of their own worth as an individual.

We encourage all our children to develop a caring attitude and consideration for others.

We aspire to promote independent learning skills and a love of learning that will last each child a lifetime.

We hope that this brochure will help you to understand our school and its aims, curriculum and activities. It will give you answers to some questions that you may have. It is however, only a starting point. We believe that the quality of education and the atmosphere within our school can only be truly appreciated by seeing the school "at work" and by experiencing first hand what makes South Hykeham Community Primary school so special.

We welcome visits to school by prospective parents so that you can see how this brochure translates into practice. You will be given the opportunity to have a personal tour of the school, meet the teachers and discuss any further questions you may have. Simply contact the school so that a suitable time can be arranged. We appreciate that you may not be able to visit during school hours and are happy to arrange to see you after school, if this is more convenient.

I look forward to meeting you.

John Richardson
Headteacher





School Vision

We want our children to be independent learners who are resilient and positive. They will be able to work cooperatively and independently and understand the world they live in respecting diversity and the views of others. Our children will have and retain a love of learning.

Aims

After consultation with parents, staff and governors, we have decided upon these aims for our school.

- To enable all members of our school community to achieve to their maximum potential.
- To provide a broad and balanced curriculum for each child at his/her own level, and to ensure that all children have full and equal access to it.
- To develop attitudes of caring and consideration towards others, and an understanding of the need to respect the views and beliefs of others.
- To prepare all our pupils for life in a diverse and multi-ethnic society.
- To celebrate the good.
- To provide challenge and stimulus in all areas of school life, and promote an ethos of enjoyment and celebration.
- To provide high quality teaching by well motivated staff.
- To insist upon good behaviour demonstrated by politeness, honesty and respect.
- To provide a commitment to high standards and a constant striving for improved performance.

The School and its Environment

South Hykeham Community Primary School is a co-educational day school for children between the ages of 4+ and 11 years.

The School has a delightful rural setting, in the Old Village of South Hykeham, 5 miles south of the Cathedral city of Lincoln. It can be found down a bridleway which provides extremely pleasant and safe surroundings for pupils and staff, far from the distractions of an urban environment.

South Hykeham School opened in 1871 as a one room building. The original red brick Victorian classroom remains and is still used today.

In 1958 an extension to the School took place and the main building was considerably enlarged. In 1989 a mobile classroom was provided to give additional accommodation.

In 1993 the School was further extended to provide two extra purpose built infant classrooms. A spacious new hall and library area were built in 2003.

In 2000 the old Victorian pottery room was converted into an attractive room which can be used for small group and one to one work.

The School has a hard surface playground and benefits from a large playing field which is surrounded by open fields. In 2006 the infant outdoor play area was extensively remodelled and now incorporates a 6ft high wooden fort and landscaped facilities greatly enhancing the children's opportunities for creative and productive play.

In 2016 more building work was completed to extend the capacity of the school from 5 to 6 classes. The current academic year should see the mobile classroom being replaced by a brick built classroom attached to the School.



School Organisation

There are 6 classes in School for the current academic year.

Mrs Hillier & Mrs Williams — Foundation/Year 1

Miss Eacott — Year 2

Mrs Hodgson — Year 3

Mrs Jones — Year 4

Miss Stephens and Mrs Powell — Year 5

Mrs Disdel & Miss Riches — Year 6

The organisation of classes may change from time to time depending on numbers. We endeavour to have no more than 30 children in each class. The permanent Teaching Staff number nine and in addition the School has the service of Teaching Assistants for the majority of time in each class. The staff work very closely together, giving freely of their time, to help to improve the quality of education which the School provides.

Staff List:

Teaching Staff:

Headteacher:

Mr John Richardson

Deputy Headteacher:

Mrs Sally Hillier

Teachers:

Mrs Nicky Disdel

Mrs Amy Jones

Mrs Sam Hodgson

Miss Sally Riches

Miss Katy Eacott

Mrs Nicola Powell

Miss Sarah Stephens

Teaching Assistants:

Mrs Kim Page

Mrs Caroline Lupton

Mrs Tracey Read

Mrs Karen Stevenson

Mrs Emily Richardson

Mrs Melina Toyne

Miss Lindsey Pickering

Senior Administrator:

Mrs Sue Hill

Administration Assistant

Mrs Sophie Yelland

Midday Controller:

Mrs Tracey Pead

Lunchtime Supervisors:

Mrs Yeun Li

Miss Sarah Cook

Miss Keirah Carter

Mrs Clare Whittaker (Relief)

Play Coordinators

Mrs Caroline Lupton

South Hykeham



Community Primary School

Governors

Mr.J Richardson	Headteacher	Mrs G Raczynski	Staff
Mrs J Godwin	Co-opted	Mrs E Rogers	Parent
Mrs K Stevenson	Co-opted	Mr K Yelland	Parent
Revd P Collins	Associate Member	Mr C Childs	Parent
Mrs W Lawson	Clerk	Mr C Stacey	Parent

The Governors are very supportive of the school and provide a good level of challenge to ensure that the school continues to strive for excellence.

School Times

The school day is structured as follows:

8.55 a.m.	-	12.20 p.m. (Key Stage 2 children)
8.55 a.m.	-	12.10 p.m. (Key Stage 1 children)
1.10 p.m.	-	3.25 p.m. (All children)

Children are expected to arrive no earlier than 8.50 a.m. i.e. five minutes before School starts.

It is most important that your child arrives on time, to enable the best possible start to the day.

If you are collecting your child please make sure you are at school on time, certainly no later than 3.30 p.m. If this presents a difficulty on a particular occasion, please ensure that the school is notified in advance

Pastoral Care

At South Hykeham Community Primary, we place great importance on providing a high standard of pastoral care. Pastoral care is concerned with the welfare and development of the individual child. We strongly believe that it is essential for parents and teachers to work closely together to ensure that each child's time at our school is happy and rewarding. Should you wish to discuss any matters concerning your child whilst they are at South Hykeham school, please feel free to come into school to talk to your child's classteacher or the Headteacher. Most issues can be solved quickly and effectively by working together in the best interests of your child. We would prefer to know any concerns as soon as they occur, so that we can prevent them from growing into problems. Please let us know if there are any circumstances which may affect your child's performance or behaviour at school, we will then be able to ensure that we provide them with the most appropriate support. Any such information will be dealt with in the strictest confidence. Likewise, we will inform you if we have any concerns regarding your child.

Fergus "The Motivator" and his fox cousins

We believe that all children should be encouraged to have belief in themselves in order to fulfill their potential and make the most of their abilities. Therefore, we feel it is important to acknowledge and celebrate the progress and effort of individual children. This is where Fergus and his fox cousins come in. They are awarded to children who have produced impressive homework. They then look after our resident foxes for the day to recognize their achievement.



School Council

Our School Council ensures that the pupils have a real say in the way their school is run. It has been an important part of school life since 2000. Each class has a School Council representative and these children attend regular School Council meetings to discuss issues raised by their classmates. They bring the suggestions made by their peers to each meeting; they are then given the opportunity to discuss possible resolutions and they also contribute regularly to our assemblies. The children know that their comments will be valued and taken on board by both staff and governors.

In recent years, the School Council has encouraged recycling within school and adopted an endangered rhino by collecting 'green points' from recycling ink cartridges. They have worked very hard to raise money for various charities including Guide Dogs for the Blind, St. Barnabas Hospice and The Poppy Appeal. The School Council has also been responsible for requesting new outside play equipment for the enjoyment of the whole school.

Admission arrangements for Community and Voluntary Controlled Primary, Infant and Junior schools 2025-2026

This policy applies for Primary, Infant and Junior schools.

Lincolnshire County Council is the admissions authority for these schools. The published admission number (PAN) of each school is outlined at the end of this document.

Arrangements for applications for places in the normal year of intake (reception in primary and infant schools and year 3 in Junior schools) will be made in accordance with Lincolnshire County Council's co-ordinated admission arrangements. Lincolnshire residents can apply online via the parent portal [on our website](#), by telephone or by requesting a paper application. Residents in other areas must apply through their home local authority. Community and voluntary controlled schools will use the Lincolnshire County Council's co-ordinated scheme published online for these applications and the relevant Local Authority will make the offers of places on our behalf as required by the School Admissions Code (2021).

In accordance with relevant legislation, the allocation of places for children with an Education, Health and Care Plan (EHCP) where the school is named on the plan will take place first. Remaining places will be allocated in accordance with this policy.

Places will be allocated first to those who make an application before other children are considered.

Attending a nursery or a pre-school does not give any priority within the oversubscription criteria for a place in a school. Parents must make a separate application for the transfer from a nursery to a primary or infant school. Parents must also make a separate application for the transfer from an infant to a junior or primary school.

The intended overall effect of the proposed oversubscription criteria is to maximise the likelihood that local children will gain places at their local school in an oversubscribed year but this is not guaranteed.

Oversubscription Criteria

The oversubscription criteria are listed in the order we apply them. If it is necessary to distinguish between more than one applicant under any criteria, the next criteria will be applied until the tiebreaker is used.

Definitions of terms indicated by numbers are given separately below.

Criterion	Description	Notes
A	Looked after children and previously looked after children	See note 1
B	Children with a sibling attending the school at the time of application, or who will be attending the school at the expected time of admission	See note 2a and 2b In the case of infant and junior schools, the associated school will be considered as 'attending the school' for the purposes of this category as outlined in note 2b.
C	Children for whom this school is the nearest school to their home address	See note 3a, 3b and 4.
D	Church criterion where in operation	See note 5.
E	Distance of the home address to the school. Places will be allocated to those living nearest the school first.	Measured by straight line distance. See note 3b and 4.

Tiebreaker

If it is not possible to distinguish between one or more applicants for the last remaining place(s) then a lottery of those students will be drawn by an independent person, not employed by the school or working in the local authority children's services directorate.

Notes relating to the oversubscription criteria

1) Looked after and previously looked after children.

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.

Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). 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's Act 2002 (see section 46 adoption orders). Child arrangements orders are defined in s.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. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

This also includes those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. 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.

Included in this criterion are:

- a brother or sister who shares the same biological parents
- a half-sibling or step sibling.
- a legally adopted child, a child legally adopted by a biological or step-parent

In all cases both children must live at the same address.

2b) Associated infant and junior school links

Sibling links across certain infant and junior schools are taken into account, these schools are:

Infant school	Associated junior school
Holton-Le-Clay Infants' School	Holton-Le-Clay Junior School
Lincoln St Faith's Church of England Infant School	Lincoln St Faith & St Martin Church of England Junior School
Lincoln St Peter in Eastgate Church of England Infants' School	Lincoln Westgate Academy
Lincoln Woodlands Infant and Nursery School	Lincoln Birchwood Junior School
Louth Eastfield Infants' and Nursery School	Louth Lacey Gardens Junior School
Marshchapel Infant School	Grainthorpe Junior School

3a) Nearest school

The nearest school is found by measuring the straight line distance from the child's home address to all state funded mainstream schools admitting children in the relevant year group.

Distances are measured in a straight line and are calculated to three decimal places (for example 1.543 miles) by the Lincolnshire County Council school admissions team, using Servelec's "Synergy" system. Information about the address used for each application is taken from the Ordnance Survey AddressBase database, which provides 12-figure X and Y coordinates for each individual property.

Details of which school is the closest school to your home address can be found at [on our website](#).

3b) Home Address

The home address is considered as the address where the child lives for the majority of term time with a parent (as defined in section 576 of the Education Act 1996).

Where a child lives normally during the school week with more than one parent at different addresses, the home address accepted for the purposes of school admissions will be the one where the child spends the majority of term time. If a parent can show that their child spends an equal amount of time at two addresses during school term time with a parent, they can choose which address to use on the application.

If a parent has more than one home, we will accept the address where the parent and child normally live for the majority of the school term time as the home address.

We do not take into an account an intention to move when considering a home address unless this is for members of the UK Armed Forces or a returning Crown Servant as outlined

in the relevant section below.

4) Distance criterion

The distance measurement is found by measuring the distance from the child's home address to the school. Distances are measured in a **straight line** and are calculated to three decimal places (for example 1.543 miles) by the Lincolnshire County Council school admissions team, using the "Synergy" system.

Information about the address used for each application is taken from the Ordnance Survey AddressBase database, which provides 12-figure X and Y coordinates for each individual property. Distances are measured from this point to the school.

5) Church criterion

The following table shows the schools where church criterion is in operation and gives the local details of how parents can apply for priority on these grounds.

Parents applying on these grounds must state on their application form that they wish to be considered under this priority. Attendance at worship must be verified by a signed letter from an officiating minister at the place of worship. Schools will verify claims for priority on this ground by contacting parents for details of the person who can provide written confirmation that they meet the eligibility for priority as stated below.

If you have only recently moved to the area the school can also consider written evidence of an equivalent commitment to a place of worship at your previous address, provided you have started to worship in the area you have moved to.

School name	Voluntary controlled schools' church criteria
Barrowby Church of England Primary School	Priority will be given to children of: 1. Regular worshippers at the local Parish Church of All Saints Barrowby. 2. Regular worshippers at Barrowby Baptist Fellowship. Regular is defined as at least once a month at the place of worship for at least a year by the date of application. This will be verified by a signed letter from an officiating minister at the place of worship.
Lincoln St Peter in Eastgate Church of England Infant School	Children regularly attending worship at any of the following churches in no order of priority: • St. Peter in Eastgate or • St. Peter in Carlton or • St. Mary Magdalene Church, Bailgate or • Bailgate Methodist Church or • St. Nicholas Church Newport 'Regular monthly attendance' involves the child attending a regular act of worship at the qualifying church at least once a month and for at least one year prior to the application for a school place being made. Attendance should be verified by a signed letter from an officiating minister at the qualifying church. Parents must indicate in their application that they are claiming this priority and must complete the form naming the person who can verify that they attend church.

School name	Voluntary controlled schools' church criteria
Louth St Michael's Church of England Primary School	Priority will be given to children of regular worshippers at a local Christian church which is a member of 'Churches Together in Louth & District'. These are: St. James Parish Church, St. Michael's & All Angels, Holy Trinity, Stewton, Welton-le-Wold and South Elkington, Louth Methodist Church, South Elkington Methodist Church, Salvation Army, Louth Generations Church, Eastgate Union (URC Baptist), St. Atelheards (Orthodox) and St. Mary's (Catholic). Regular is defined as at least monthly attendance at the place of worship for at least a year before making your application. This will be verified by a signed letter from an officiating minister at the place of worship.
Skellingthorpe St Lawrence Church of England Primary School	Priority will be given to children of regular worshippers in a Christian church. Regular will be defined as at least once a month at the place of worship for at least a year before making your application. This will be verified by a signed letter from an officiating minister at the place of worship. A "Christian church" is defined as a church that subscribes to the Christian doctrine of the Holy Trinity.

For all of the schools above, 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 admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

Other information

Twins and other siblings from a multiple birth

If twins or other multiple birth children are split by operation of the oversubscription criteria, the school will admit all children unless this would make the class too large and prejudice the education of the other children. Multiple birth children are 'excepted pupils' to infant class limits if allocated in this way.

Brothers and sisters in the same year group

If brothers and sisters in the same year group are split by operation of the oversubscription criteria, the school accommodate all children unless this would make the class too large and prejudice the education of the other children or when this would breach infant class size limits. Siblings in the same year group are not 'excepted pupils' to infant class limits.

Reserve list

For admission into the intake years (reception at infant and primary schools and year 3 at junior schools) where the school is oversubscribed the governors will keep a waiting list – called a reserve list. If your child is refused a place at a school they are automatically added to the reserve list of the school, unless you have been offered a higher preference school. This list is held in accordance with the oversubscription criteria. No account is taken of the amount of time a child has been on the list when allocating places.

All community and voluntary controlled schools keep reserve lists for all oversubscribed year groups. For intake years the list is kept by the school admissions team until the end of August of the admitting year, it is then passed to the schools who will keep the list to the end of the school year. Schools will clear the reserve list at the end of each school year. If you

wish your child to be placed on the reserve list after August of the admitting year or after the list has been cleared at the end of the year, you should contact the school directly.

If your circumstances change you must let the school know so that they can rank the list accurately and allocate places in accordance with the oversubscription criteria. If you do not wish to be added to the reserve list you must inform the school. If it is before 1 September of the admitting year you should also inform the school admissions team.

Appeals

In all cases where a place is refused at a school the applicant will be informed of their right of appeal to an independent panel. The decision of the independent panel is binding on all parties. Details of how to appeal a decision to refuse admission will be communicated to the applicant at the time of the refusal and will also be available on the Lincolnshire County Council website.

In year admissions

Parents can apply through the parent portal [on our website](#), or request a paper application form. Schools may also accept a direct admission. In all cases where a place is refused at a school the applicant will be informed of their right of appeal to an independent panel.

Fair access protocol

The purpose of the Fair Access Protocol is to ensure that unplaced children, especially the most vulnerable, are offered a place quickly when applying outside of the main admissions round so that the amount of time any child is out of school is kept to the minimum. Governing Bodies of voluntary controlled and maintained schools (on behalf of Lincolnshire County Council as the admissions authority) will participate in the Lincolnshire County Council Fair Access Protocol (FAP). Children allocated under the Fair Access Protocol will take precedence over children on a reserve list.

Fraudulent or misleading applications

As an admission authority, we have the right to investigate any concerns we may have about an application and to withdraw the offer of a place if we consider there is evidence that an application has been made based on fraudulent or misleading information, for example if a false address was given which denied a place to a child with a stronger claim. We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

Children of UK service personnel (UK armed forces)

In order to support the military covenant aimed at removing disadvantage for UK service personnel (UK armed forces), and Crown servants returning from abroad the following arrangements will apply.

If an application is supported by an official letter declaring a posting and a relocation date then an intention to move to a confirmed address or quartering within the UK will be accepted for a child for the purposes of implementing the oversubscription criteria.

Where an application is not supported by an official letter declaring a posting and relocation date, or is not being made due to a new posting then the child's current address will be used to examine the application against the oversubscription criteria until the child is formally

resident in the new address.

Proof of intended occupation of the residential address such as mortgage statement, exchange of contracts or signed tenancy agreement will be required. For applicants participating in the Future Accommodation Model trial, a letter accepting an address under the scheme will be accepted if a signed tenancy agreement cannot be provided.

An offer may be withdrawn if a child does not reside at the address listed on the application form if the school is oversubscribed and use of an incorrect address has resulted in a place being denied to another child who would otherwise have been offered the place.

If a family have provided the required proof of posting, a unit postal address will be accepted for the purposes of operating the oversubscription criteria if parents are unable to provide an address or prefer to use the unit address. This unit will be the base to which the parent has been posted.

In all cases where an applicant is considered after national offer day of the admitting year and parents can demonstrate that the child is a child of a crown servant returning from abroad or is a child of a serving member of the armed forces, the governors will consider whether to offer a place at a school even if the school is full. When making the decision whether to offer the governors will consider the circumstances of each case including

- If the applicant would have been offered a place had they applied on time in the admissions round of the year of entry
- Whether there is any child on the reserve list with higher priority under the oversubscription criteria
- Whether admission of a further student would prejudice the efficient education and efficient use of resources and this prejudice would be excessive

The Governors have discretion to offer in these circumstances but they are not obliged to do so. If a place is refused, parents will be informed of their right of appeal.

Deferring admission and part time attendance

Schools provide for the admission of all children in the September following their fourth birthday. Where a child has been offered a place:

- That child is entitled to a full-time place in the September following their fourth birthday
- The child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made, whichever is the sooner
- Where the parents wish, children may attend part-time but not beyond the point at which they reach compulsory school age
- Parents interested in deferring admission or arranging part-time attendance should contact the school to discuss this
- Parents of summer born children deferring admission until the child starts Year 1 must reapply through the in-year process and risk losing the offered school place if the school is oversubscribed or becomes oversubscribed in the school year

Admission of children outside of their normal age group

Children are typically allocated places according to their chronological age but 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 issues 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 wishing to make these requests should contact their home local authority for guidance on the procedure to follow.

It is important for parents to note that they will have the opportunity and responsibility to provide whatever evidence they wish to support their request. Decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned taking into account:

- the parent's views
- any available information about the child's academic, social and emotional development
- where relevant, the child's medical history and the views of a medical professional
- whether the child has previously been educated out of their normal age group
- any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely
- the views of the head teacher of the school concerned
- If the child enters school for the first time at statutory school age, would it be in the child's best interest to join Reception or Year 1

You can make an enquiry regarding out of cohort admission at <https://www.lincolnshire.gov.uk/school-admissions/apply-school/7>

Parents and carers will be informed of the decision in writing setting out clearly the reasons for the decision. In the case of those requesting delayed admission. If this is agreed, the parents and carers must decide whether to withdraw their application and apply in the next admissions round or proceed with an offer with children of their chronological age. If the request is refused, parents must decide whether to accept the offered place for Reception in the typical age group or refuse it and make an in-year application for Year 1 in the summer term.

Preparing New Reception Class Pupils for School

At South Hykeham, we ensure that every child is well prepared for joining our school so that they are able to settle quickly and feel happy in their new environment. We offer the following induction for each child:

- Visits to meet the children in their pre-school setting by the Reception Class teacher.
- Visits to the school by playgroups.
- An invitation to afternoon tea in the Reception classroom for children and parents in the Summer term.
- A New Parents information evening—a chance to meet other parents and ask questions.
- Visits to the Reception class for the children in the Summer term.

In September, because the school day may be much longer than your child is used to, we offer the option of a 2pm finish until the end of the second week. All the Reception class pupils then start full time at the start of the third week of term. We find that this offer helps your child to build a quality relationship with the class teacher and teaching assistants. It enables children to become gradually used to the routines and expectations.

Should you wish to help your child before they start school, here are some of the skills that will give your child a good start to school life:

The ability to:

- Put on and take off a coat.
- Dress and undress for P.E.
- Fasten buttons and shoes.
- Use the toilet independently
- Speak clearly and ask for what he/she needs.
- Hold pencils and crayons correctly.
- Look at and enjoy books.
- Listen carefully to what is being said and follow simple instructions.
- Identify their own clothes and possessions.

CURRICULUM

Children in the Reception class follow a programme that is planned to develop children's learning in the following areas:

- Personal, social, and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

These ensure that our children have secure foundations for future learning.

English, Mathematics, Science, Religious Education and ICT are the core subjects of the National Curriculum. In Key Stage 1 and 2, the curriculum of the School also includes the Non-core subjects which are: Design and Technology, Geography, History, Music, Art, Citizenship and Physical Education. Personal, Health and Social Education is also included as part of the curriculum. We endeavour to provide a broad and balanced curriculum, which offers a wide range of learning opportunities and differentiated activities to encourage pupils to become independent learners.

For detailed information about what is taught in our curriculum please refer to our website.

English.

All pupils in Key Stages 1 and 2 take part in a daily English lesson which incorporates shared, guided, class, group and individual reading and writing activities planned to meet the objectives of the National Curriculum. Our primary aim in English is to enable children to express themselves creatively and imaginatively and to communicate with others effectively. Each child in school spends a minimum of 1 hour each day involved in a variety of speaking, listening, reading and writing activities which promote the development of language. During this time children are taught phonic skills, comprehension, grammar, punctuation and spelling.

Spoken and written English are of vital importance, and children are encouraged to express their thoughts and ideas, both in writing and orally, through stories, drama, poetry, assembly, plays, reading, and discussion groups. In written English many strategies are adopted to give the children a range of purposes and audiences to write for. The writing experiences we provide include: letters, newspaper articles, poetry, stories and reports. The enjoyment of reading is key to promoting language skills and we encourage our pupils to read regularly at home and at school

Mathematics.

Pupils participate in a daily Mathematics lesson which addresses the objectives of the Maths National Curriculum. Children cover a variety of mathematical topics which include: number work, shape, space, measures, and data handling. In Key Stage 1 children develop their early knowledge and understanding of Mathematics through practical activity, exploration and discussion. Key Stage 2 pupils move from counting reliably to calculating fluently with all four number operations. There is a very strong focus on mental calculation, and the ability to recall number facts rapidly. Through our approach to mathematics we aim to give children the skills necessary to use and apply Mathematics with confidence to problem solving tasks and real life situations.

Science.

The Science work in School involves Observing, Investigating, Experimenting, Predicting and Recording. As in all areas of the curriculum, the school looks for opportunities to develop learning through first hand experience. This helps to broaden the child's awareness by understanding how their own locality/experiences relate to the study of living things, properties of materials, physical processes and the world in which they live. They are able to develop their knowledge and understanding of scientific concepts through problem solving activities. Children use the scientific skills they have been taught as a foundation for investigative work, where they are encouraged to experiment and explore, and reach their own conclusions.

Computing

The school uses a variety of computers and iPads to support the learning of ICT skills and the wider curriculum. Skills are developed in programming through teaching coding and we aim to equip children with the basic skills to thrive in a digital world. E-safety is given priority in the structure of this subject.

Design and Technology.

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technology. Children are encouraged to think creatively to improve and adapt products. Throughout the school there are opportunities for our pupils to develop their skills in design. This often involves them in collaborative work and problem solving activities. Before they begin designing, the children will have been given opportunities to examine everyday articles and where appropriate, find out how they are assembled. The children are taught a range of practical skills using many different materials, including textiles and food. The children then embark on the design process, which involves planning, making and evaluating their product.

History.

History, and a wide range of historical skills and understanding, are taught throughout the school. Children are encouraged to find evidence, evaluate it and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are valuable in all aspects of life. Where ever possible, children are taken to visit local historical sites. They have opportunities to visit local museums and to look at historical artefacts in order to develop a fuller understanding of why people in the past lived as they did, and how this affects the way we live today.

Geography.

Geography provides and answers questions about the natural and human worlds, using different scales of inquiry to view them from different perspectives. Younger children will investigate their immediate local area, and make comparisons with a contrasting area in the United Kingdom or abroad. Older children will investigate a wider variety of people, places and environments at different scales, and begin to make links between different places in the world. Once again, the local environment is used widely to study this subject. As the children grow older they are given field work studies which involve them in travelling further afield.

Art and Design.

Art and Design stimulates creativity and imagination. It provides children with a unique way of understanding and responding to the world. Creativity is encouraged in all areas of the curriculum, but most visibly in the area of Art and Design, where it is developed and extended. Skills and techniques are taught to develop the children's confidence and potential. A wide variety of media are used, from paint and collage to clay and textiles, to give a full range of experiences. Children are taught to appreciate the work of artists.

Physical Education.

Physical Education gives opportunities for children to be creative, competitive and to tackle challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Children are given a wide range of opportunities to take part in physical activities, which includes dance, gymnastics, games and athletics. As the children develop their sporting skills, they have the opportunity to take part in team games such as Netball, Football, Hockey and Cricket as well as Athletics. During the Summer Term, Year 4,5 & 6 children have a 6 week block of swimming sessions. A coach from Premier Sports delivers high quality lessons once per week to all classes to support the development of teaching in this area.

Religious Education.

Religious Education is taught using a variety of approaches within school. The school follows the Lincolnshire Agreed syllabus. Work may be linked to Topics and the Celebrations of the various religious festivals which occur throughout the year. Outside speakers are encouraged to extend the children's knowledge and appreciation of other peoples' beliefs. Our aim is to teach the children respect for the beliefs of others and to enable them to learn from and about other religions.

Parents have the right to withdraw their children from R.E. lessons and acts of collective worship and are required to forward a letter instructing the Headteacher that this is their wish.

Music.

All children in school are given a wide variety of musical experiences, ranging from singing and playing instruments to participating in whole school musical productions. Our pupils are given a range of opportunities which allow them to listen and respond to, as well as compose and perform, music of different styles and from different cultures. There is also the opportunity for children to have paid private tuition at school with Lincolnshire Music Service and other outside agencies. Details are available from school.

Personal, Social and Health Education. (P.S.H.E.)

P.S.H.E. and citizenship are a very important part of the school curriculum. Children are given opportunities to gain the knowledge skills and understanding they need to lead confident, healthy independent lives, and to become informed, active, responsible citizens. We aim to enable children to deal with situations and problems in a mature and sensitive way. The School Council is an opportunity for the children to have a contribution to the effective running of the school. Representatives are elected from each year group.

Special Needs.

It is estimated that approximately 20% of all children will have learning difficulties at some stage and require additional help or guidance in some area of their schooling. Many of these issues are linked to areas such as speech or reading problems. When any special educational needs are identified, parents are always kept informed and involved in discussions concerning their child's progress.

The approach we adopt in School enables us to ensure we meet the needs of all our pupils including those with Special Needs. Children with special educational needs are catered for within the classroom situation by the classteacher, with support from our special needs co-ordinator, who provides advice and expert teaching. Depending on the pupils' needs, they may require extra help from a Teaching Assistant within the classroom or benefit from being withdrawn for some small group work. However, if more specialist help is required, the School will go through the National Code of Practice which will mean getting support from external agencies such as Learning Support, Speech and Language or an Educational Psychologist. The School, parents, doctor and psychological service will all contribute to decide how best to support the child. Regular review meetings are held, to discuss how the child is progressing and any further action we plan to take. Parents are invited to attend the review meetings.

Pandas Before & After School Club

We are fortunate enough to have the facilities for before and after school care for your child. Panda's is an independently Ofsted registered childcare provider. Before school the children are able to have toast and a drink to set them up ready for the day ahead. After school they can enjoy a tea time snack and participate in a variety of games. Panda's runs from 7.30 - 8.55 a.m. and 3.25 - 6.00 p.m. Please contact Heather to book your child's place - 07723 335596

Homework.

Evidence suggests that children learn more effectively if they are encouraged to take work home. The partnership between home and school can be a most productive one, and this is encouraged by homework being set regularly throughout the school. This may take the form of reading, learning spellings, tables, etc, but may also include more formal pieces of work, particularly as children progress through the school. Please encourage your child to complete these tasks to the best of their ability, as they support the learning undertaken in school and help to develop good working habits. If your child has any difficulty completing the tasks set, please inform the class teacher who will be happy to help.

Keeping Parents Informed—Reporting Progress

Individual pupil progress and attainment are tracked throughout their time with us using a combination of national, internal and informal assessments. These help teachers to ensure that the children are continually being moved forward in their learning.

Annual Reports of children's achievements and progress are sent out towards the end of the Summer Term. In addition to this there are opportunities each term at Parent Evenings for you to discuss how your child is getting on at School.

Additionally, parents are welcome to discuss any matters concerning their child with the teacher or Headteacher at any time during the school year. This can be either informally or through a pre-arranged appointment if a longer time for discussion is required.

N.B. The Governing Body is obliged to allow parents of a registered pupil under 11 access to the pupil's educational records. The curricular record must be made available on written request by the parent. Arrangements must be made within 15 School days of receipt of the request.

Secondary Education

Children transfer to secondary school at the end of the year in which they are eleven. There are a number of schools in the area and full details of these and how to make your choice will be circulated as your child approaches their final year at primary school. We benefit from close links with several local secondary schools, which helps many of our children make a more confident move to secondary education. Transition arrangements include half day or day visits, special evenings and events.

Over the last few years, children from South Hykeham have transferred to the following schools:

Sir Robert Pattinson Academy
North Kesteven School
The Priory Academy LSST
The Priory Witham Academy
Saint Peter & St Paul's Catholic Voluntary Academy
Sir William Robertson Academy

TERM DATES 2025/2026

Term 1	Thursday 4 September 2025 To Thursday 23 October 2025
Term 2	Monday 3 November 2025 To Friday 19 December 2025
Term 3	Tuesday 6 January 2026 To Friday 13 February 2026
Term 4	Monday 23 February 2026 To Thursday 2 April 2026
Term 5	Tuesday 21 April 2026 To Friday 22 May 2026
Term 6	Monday 1 June 2026 To Wednesday 22 July 2026

Absence Rates from September 2024 — July 2025

Percentage of pupil sessions missed through authorised absence—2.82%

Percentage of pupil sessions missed through unauthorised absence—1.38%

GENERAL PROCEDURES - SCHOOL RULES

SCHOOL UNIFORM.

We believe that school uniform helps to promote a sense of belonging and pride in our school. It is hoped that all pupils will wear school uniform. This is as follows:

- Navy sweatshirts, pullovers or cardigans.
- White polo shirts.
- Grey trousers or grey skirts.
- In the summer, dresses in blue checks may be worn.
- Sensible flat shoes or sandals - not trainers or boots.
- Shoes should be black.

The P.E./Games kit is as follows:

- White T-shirts
- Blue football shirts
- Blue shorts
- White sport socks
- Blue football socks
- Plimsolls/trainers.

The above uniform may be purchased through school, as can a draw string bag for storing P.E. clothing.

Older children playing games on the field, may be offered the opportunity to bring a tracksuit by their teacher. One area of concern is that P.E. kit is frequently forgotten. It should be remembered that P.E. is a Statutory Requirement of the National Curriculum and as such your child should be participating. It would be greatly appreciated if all children brought kit on a Monday and took it home on a Friday.

For reasons of safety, jewellery must not be worn in school at any time, with the exception that plain ear studs (one in the lobe of each ear) and watches may be worn, but must be removed during P.E. sessions. Children should not wear studs unless they are able to remove and replace them by themselves. Nail varnish is not permitted. Hair should be of a sensible style and natural colour. Long hair should be tied back for P.E.

PLEASE LABEL ALL CLOTHES WITH YOUR CHILD'S NAME

Welfare and Discipline.

A high standard of good manners, personal responsibility, care of personal belongings and respect for School and other people's property is expected and encouraged. The aim is to develop self-discipline in each child and emphasise the value of positive behaviour. The school policy is to give genuine praise for good and considerate behaviour, thus building on the positive.

School Rules are:

- We respect and care for each other
- We do our best
- We are polite and friendly
- We look after things
- We look for the good in other people

If a child breaks the School Rules then, as a consequence, a privilege may be withdrawn. The class teacher deals with normal everyday problems at the time. The Headteacher deals with any serious problems in consultation with the parents.

The school does not tolerate any form of bullying and any such problems are taken seriously and followed up quickly and sensitively. We aim to create a happy and purposeful environment within an atmosphere of mutual respect. For further information please read our behaviour policy and anti bullying policy, both are available on our website.

School Meals.

Children may bring packed lunches to school. Please ensure your child has a suitable lunch box and that it is clearly named. There are Supervisory Assistants to oversee the children during the lunch hour under the leadership of a Midday Controller.

There should be no canned drinks, glass bottles or fizzy drinks. Children should bring their own drinks and a plastic cup or a straw to drink from. They should also bring a spoon for desserts.

HOT SCHOOL MEALS are available and these can be ordered online through our supplier, Good Lookin Cookin. Lunches are provided for children who are entitled to free meals. All children in Reception, Year 1 and 2 are entitled to receive a hot school meal free of charge. Parents need to order these through Good Lookin Cookin.

Playtime Snacks

In line with Government Policy the school has been awarded the Healthy Schools Award. We are asking children to eat a piece of fresh or dried fruit at playtime. Children in Key Stage One will have fruit provided as part of the Fruit for Schools Scheme (although may still wish to bring their own healthy snack). The children in Key Stage Two will need to bring their own piece of dried or fresh fruit.

Children are encouraged to bring a clear bottle containing water to school each day. This should be taken home to be refreshed at the end of each day. Drinking water aids concentration and reduces the chance of dehydration.

Parental Involvement.

We are very pleased to welcome parents into the school. Parents are a very valuable resource, and one of which we are keen to take full advantage. Some parents like to join the Friends of the School Association. Others enjoy helping out in school for a few hours a week, or by accompanying children on school visits. If you are able to assist the school in any way at all, please contact us to volunteer your services!!

Medical Issues

Every reasonable care is taken of all children within the School. If your child is unwell while at School you will be contacted by telephone to arrange to collect him/her. **It is essential that we have an up-to-date home address and telephone number and an emergency telephone number where at least one parent or another adult may be contacted during school hours.** In the meantime we will look after your child to the best of our ability, making them as comfortable as possible. If there is any doubt about your child's fitness for School please exercise your discretion about sending him/her to School. Please telephone school on the first morning of absence so that we can maintain accurate attendance records. Please keep us informed of any long-term changes in your child's health (e.g. the development of asthma or eczema).

Absence from School.

It is important that we receive a telephone call by 9.00 am on the child's first day of absence. On their return to school, we would appreciate a letter explaining the absence, otherwise your child's absence may be classed as unauthorised. Please inform your child's teacher if your child will be absent for part of the day in order to attend medical or dental appointments.

Leave of Absence Request for Exceptional Circumstances

The Education (Pupil Registration) (England) (Amendment) Regulations 2013, states that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Our Governors have agreed that the exceptional circumstances are as follows:

- Where it is company/organisational policy for an employee to take leave at a specified time in the year and there is no opportunity for a family holiday in school holidays. This must be supported by documentary evidence from the organisation.
- Service personnel returning from/scheduled to embark upon a tour of duty abroad.
- Where a holiday is recommended as part of a parent or child's rehabilitation from a medical or emotional issue. Evidence must be provided from qualified professionals, such as a doctor.
- Attendance at family weddings.

CHARGING AND REMISSIONS POLICY **(As Required by the 1988 Education Reform Act)**

Introduction

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the School and as optional extras.

Charges

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the School:-

School Journeys outside School Hours

The full cost of each pupil, for the activities deemed to be optional extras, taking place outside School hours.

Charging in Kind

The Governing Body may charge in subjects such as Food Technology and Textile work for the ingredients and materials or require them to be provided, if the parents have indicated in advance that they wish to own the finished product. If parents do not wish to own the finished product no charge will be levied, but they will be able to make a voluntary contribution if that is their wish.

General

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made. Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing educational visits for pupils.

Remissions

In certain circumstances charges must be remitted completely for board and lodging provided for a pupil on a residential trip, if his or her parents are in receipt of Income Support, Family Credit, Disability Working Allowance and income based Jobseeker's Allowance.

When arranging a chargeable activity, the Governing Body will invite parents to apply in confidence for the remission of charges in part or in full.

Authorisation of remission will be made by the Headteacher in consultation with the Chairman of the Governors. Remissions will be made through the Schools General Allowance or School Funds.

Voluntary Contributions

The Governing Body wish to make it clear that in asking for Voluntary Contributions:-

- a. There will be no obligation to contribute
- b. Registered pupils at the School will not be treated differently according to whether or not the parents have made any contribution in response to the request.

If an activity cannot be funded without voluntary contributions, the Governing Body or Headteacher will make this clear to the parents at the initial stage. It may well be that an activity arranged by the School would not be able to take place if parents were reluctant to support it. In the event of contributions not quite reaching the required amount, at the discretion of the Governing Body a small subsidy could be given from the School Fund or from the money raised by the 'Friends of the School' or the School will raise money specifically to fund an activity.

Summary

Whenever an activity is arranged, parents will receive an initial letter explaining the nature of the venue and its likely value in educational terms. The letter would indicate the contribution per pupil which would be required if the activity were to take place. Any voluntary contribution given may be more or less than the amount required per child, and is totally at the discretion of the parent.

Local Area Visits

Please see our separate document regarding visits in the local area on our web-site.

Useful Contacts.

If at any time you would like to look round the School, please contact school on Lincoln (01522) 681919. We would be pleased to give you a guided tour and to talk to you about the School.

I hope you find this booklet useful and informative- if you still have questions which remain unanswered, please do not hesitate to contact school at any time to seek clarification. I look forward to welcoming you and your child to South Hykeham Community Primary School.

John Richardson, Headteacher

South Hykeham



Community Primary School