



RICHMOND METHODIST SCHOOL PROSPECTUS

Dear Parents / Carers,

We have great pleasure in extending a warm welcome to our school.

This guide is written to give you information about our school; how we are organised, the education we provide and, above all, our aims, objectives and values.

We believe that **each** child is extraordinary, that **all** children should be given the opportunity to succeed and that **every** child, given the right provision, will reach their individual potential. We believe in an exciting, relevant curriculum both within school and outside of school. We also provide a diverse range of extra-curricular clubs as we are committed to developing the whole child.

We also believe that education is a partnership between school and home and that a close working relationship is essential.

If you want to discuss anything to do with our school, please contact me. The best way to get in touch with me is via e-mail admin@richmondmethodist.n-yorks.sch.uk or telephone the school office 01748 822794.

Admission is open to all from the academic year corresponding to the child becoming five years old to the age of eleven. Please contact the School Secretary initially to discuss enrolment. Applications for a place at Richmond Methodist Primary School are made through North Yorkshire County Council:

<http://www.northyorks.gov.uk/article/23544/Apply-for-a-primary-school-place> or call the Admissions Team on 01609 536798.

If you are considering our school, please contact the school to arrange a school tour and we look forward to meeting you.

Yours sincerely,

Susan Gardner (Mrs)
Head Teacher

About Richmond Methodist School

Our Origins

Richmond Methodist Primary School has its origins as "The Wesleyan School" in the 19th Century. It was established as a Day School by the local Methodist Church and the school continues to have strong links with the local Methodist Church, through the Governing Body, through assemblies and shared activities around the Church calendar. You can visit the church website at www.richmondmethodistchurch.co.uk .

We are now a 'Voluntary Controlled' School - we are run by the Local Authority - and admission is open to all children between the ages of 4 and 11 years. The school provides an inclusive education for all, regardless of ability, gender, race, or religious affiliation or lack of it.

What We Aim To Do

We aim to provide all children with a stimulating, challenging and enjoyable learning environment. We offer a rich, broad and knowledge based curriculum and strive to enable all our children to achieve the highest standards possible whilst equipping them with skills they can use throughout their educational journey. We have high expectations of the children's behaviour and we expect the children to take responsibility for their actions, to take pride in their achievements and their school.

Where We Are Now & What We Can Offer

In 1970, the school moved to the current premises on Darlington Road. These premises consist of twelve classrooms, library, pupil-support rooms, Computing Suite, Hall, Kitchen and Administration Block with playgrounds and a field.

The premises have been extended and modernised over the past few years. We have an established outside teaching areas for Foundation Stage (refurbished in 2016), Key Stage 1 and exciting play facilities for all children. We have plans to extend this provision. We are currently within a phased playground rejuvenation which when completed will provide a very exciting outdoor space, with varied areas for different activities. We aim to meet the needs of all children both in and out of the school building.

The governors and staff realise how important it is to provide modern facilities for the 21st Century and are continually committed to providing our children with the best facilities available.

What Being a Methodist School Means

The Methodist Church was founded by John Wesley in the mid-1700s. He believed that Christianity was for all and he travelled Britain, America and Europe spreading this belief. Our school was founded by the Methodist Church in the mid-1800s and still

today provides education for all. Our school's core ethos is based on the Methodist principle of "for all". It is reflected in the inclusive nature of our school. We believe in developing each child as an individual and by getting to know each child, we nurture their particular skills or aptitudes. We believe that all children have an equal right to a high quality education. Our assemblies rotate around twelve core Christian values (more information on our website) but these are generic and links are constantly made to other communities who share these values. We foster a 'one world' attitude and aim to ensure our children are equipped to take their place in society as balanced and responsible members who celebrate similarities and respect difference.

We still have close links to our local Methodist Church, and members of the church (including the minister) come in once a week to lead an assembly. Four members of the governing body are appointed by the local church and the children in the school visit the church regularly for celebrations of a Christian nature.

This said, we stay true to our mantra of "for all", we welcome equally children and families from all faiths or indeed, no faith.

School Organisation

The school is divided into 11 classes, each of which has a class teacher who is responsible for the teaching of most aspects of the curriculum.

Because our Admission Number is 45, we have roughly that number of children in each year group. We arrange the children into teaching bands of approximately 90 and split them into three classes according to age. For example, the youngest Year 1 pupils are in Class 3, the older Year 1 and younger Year 2 pupils are in Class 4 and the oldest Year 2 pupils are in Class 5. The same system is in place in the other teaching bands.

Class Name	Teacher Name	Pupils	Number of Spaces
Class 1	Miss Burrell	22 x FS pupils	44 FS
Class 2	Mrs Thompson	22 x FS pupils	44 FS
Class 3	Mrs Heyes	28 x Y1 pupils	41 Y1
Class 4	Mrs Swinbank	13 x Y1 / 15 x Y2 pupils	41 Y1/43 Y2
Class 5	Miss Partington	28 x Y2 pupils	43 Y2
Class 6	Mrs Wilford	28 x Y3 pupils	41 Y3
Class 7	Mr Lowes	13 x Y3 / 15 x Y4 pupils	41 Y3/43 Y4
Class 8	Mrs Sims and Mrs Coates	28 x Y4 pupils	43 Y4
Class 9	Mrs Welch	31 x Y5 pupils	46 Y5
Class 10	Mr Larder	15 x Y5 / 16 x Y6 pupils	46 Y5/48 Y6
Class 11	Mrs Auger	32 x Y6 pupils	48 Y6
	Total	306 pupils	

Our organisational teams:

Mrs S Gardner Head Teacher

Mrs J Swinbank Assistant Head Teacher **Mrs S Welch** Senior Leader

Miss H Burrell Senior Leader **Mrs L Coates** Inclusion Manager and Senior Leader

Mr J Larder Senior Leader

Teaching Assistants who regularly assist teachers and children in class:

- Mrs Rogerson (Foundation Stage Teaching Assistant)
- Miss Bradley (Foundation Stage Teaching Assistant)
- Mrs K Mason (Foundation Stage Teaching Assistant)
- Mrs Ellwood (Junior Teaching Assistant)
- Mrs Sisson (Infant/Junior Teaching Assistant)
- Mrs Emmerson (Higher Level Teaching Assistant, Sports Coach, Class teaching Cover, Counsellor)
- Mrs Fothergill (Infant/Junior Teaching Assistant)
- Mrs Hodgson (Foundation Stage, Higher Level Teaching Assistant)
- Mrs Ketley (Learning Mentor, Counsellor, Class teaching Cover)
- Mrs Lawson (Higher Level Teaching Assistant, Lunchtime Supervision)
- Mrs Morton (Learning Mentor, Counsellor, Class teaching Cover)
- Mrs Rawdin (Higher Level Teaching Assistant, Class teaching Cover, Pets As Therapy provision)
- Mrs Shields (Infant/Junior Teaching Assistant, Wrap Around Care)
- Miss Yarker (Higher Level Teaching Assistant)

Learning Mentors:

- Mrs Ketley
- Mrs Morton

Supporting Teachers

- Miss Wood – Specialist Maths Teacher across school
- Ms Croft – general class teaching
- Mrs MacLeod – Modern Foreign Languages (French) and general class teaching

Admin Team

- Mrs Pollard- School Business Manager
- Mrs Kearney- Admin Assistant
- Mrs Pick - Admin Assistant
- Miss Prentice – Admin Trainee
- Mrs Walker – PA to the Headteacher

Midday Supervisory Assistant

- Miss Kipling
- Mrs Griffiths
- Mrs Johnson
- Mrs Brain

We have a NYCC Catering Team

Cleaning and Caretaking

Mr Moore – School Caretaker, crossing patrol and part of the lunchtime team
NYCC Cleaning Team

The School Day

School starts at 9.00am. (See Transfer of Care section, below)

Infants

Morning school 9.00-12.00 (Infants are invited into school at 8.50am to ensure a calm transition into school)

Lunch 12.00-1.00

Afternoon school 1.00-3.25

Juniors

Morning school 9.00-12.15

Lunch 12.15-1.15

Afternoon school 1.15-3.30

During each morning and afternoon session there is a 15 minute break for the Infants and a morning break with a discretionary afternoon break for the Junior children.

Lunchtime and After School Clubs

We run a wide variety of sports and leisure, art, musical, environmental and educational clubs to enhance the children's learning experience. These change termly and are advertised in school and on our website.

Web Site

The school website address is www.richmondmethodist.n-yorks.sch.uk. Please check it regularly for the latest news (including unforeseen closures), photos etc.

Transfer of care in Mornings and Afternoons

Parents are requested not to have their children arrive on the premises before 8.50am as there is no provision for staff supervision before this time. Parents will be asked to complete a Transfer of Care form each year. This indicates how each child will be dismissed and needs to be kept up to date.

▪ Foundation Stage Classes

Please collect from the classroom doors in the Foundation Stage play area.

▪ All KS1 Classes

Infant classes will be released from the rear classroom doors where they will be handed over to a recognised carer. No infant child will be released to the front gate.

▪ All KS 2 Classes

Children will be released to the playground at the rear of the school and should be collected from there, unless one of the following has been arranged:-

1. Verbal permission has been given for your child to be picked up from the front gate.
2. Written permission has been given on our Transfer Of Care form for them to walk home (normally only granted for Y5 and Y6 children).
3. The children who travel on buses or in taxis will meet at the Learning Suite and will be escorted to and from the bus by a member of school staff.

If your child has attended an after-school club, please collect them from the club venue (field, playground, classroom or hall).

Wrap Around Care

We offer an in-house Pre and After- school club, called WAC (Wrap Around Care). This operates from 8.00-9.00am and from 3.30-5.30pm on school days. It is open to pupils only and places are allocated on application, subject to availability. Please contact the school office to discuss your requirements.

Pastoral care and discipline

Relationships are very important to us at Richmond Methodist Primary School. We seek to provide a setting in which the children feel secure and confident, enabling them to learn effectively and make good relationships with adults and peers.

The first point of contact for you to discuss your child's well-being is their class teacher, but we also have a wide range of experienced staff who are trained in pastoral care. All children have both weekly P.S.H.E. lessons and a daily collective worship where

themes are explored together, to develop a shared set of core values in supporting a peaceful ethos. (More information is available on our website)

In practice, the care of the children in school is shared between every member of staff and at lunch times this includes the midday supervisory assistants. It may, in addition, involve our office staff (if your child is sick or injured). Many members of staff are trained in First Aid and all have received the statutory PREVENT training (anti-radicalisation). We have three members of staff trained in safeguarding, including our Headteacher who is the designated lead contact for all safeguarding matters. In short, whoever is involved with your child, we aim to provide the very best in care, safety, role models and consistency of expectation.

Learning to live and co-operate together is a central part of learning for life and a harmonious, future society. The children are taught to value each other, celebrate similarities and to respect and embrace differences. Ultimately, through finding out about other people's beliefs, ideas and opinions, the children freely develop their own idea of what matters and why, without being influenced or coerced by others. We hope that children learn to share joy in each other's success and to be supportive in challenge. The process, effort and journey is valued as much, if not more than the finish. Our school environment is a shared home and we encourage the children to have pride in their surroundings and the wider community in general. We operate a motivational 'house point' system where points are accumulated and then a 'house' wins a reward at the end of each term. All children across belong to a house, named for the local abbeys (Rievaulx, Byland, Jervaulx and Fountains). Children across all age groups (families are in the same house) belong to the 'houses' and work together, cross phase towards shared goals. This cultivates a strong mentoring ethos throughout school and enhances the feeling of family.

As a result, behaviour at our school is excellent. Cases of poor behaviour are dealt with firmly but with understanding, because we acknowledge that our children are on a learning journey – educationally and socially – and that few of them will complete this journey without making mistakes. In the first instance, your child's class teacher is responsible for dealing with behaviour, but it is not unusual for the headteacher or other members of staff to be involved at an early stage. Where you need to be involved, we will contact you, but sometimes issues will be dealt with in school. Persistent unacceptable behaviour will involve us contacting you, as will cases of bullying. Fortunately, such occurrences are very rare.

As a staff, we have been trained in the use of Restorative Practice and have a series of questions that we ask children if they have allowed their behaviour to slip below what we expect of them. This focusses – in common with all Restorative Practice – on the impact that their behaviour has had on others. We have found it to be a very powerful tool in affecting children's behaviour. Occasionally, we ask parents to be involved in Restorative Practice sessions if you have been particularly affected. We have a clear scale of rewards and sanctions which is echoed throughout school for maximum consistency.

The school is committed to ensuring the welfare and safety of all our children. In common with other North Yorkshire schools, we follow the North Yorkshire Safeguarding procedures.

We will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Child Protection policy is available on request.

The school is committed to equal treatment of all, regardless of race, faith, gender or ability. Discriminatory activity, bullying or offensive behaviour is not acceptable. Recording is made appropriately and parents involved. The school deals openly with any concerns and involves the children in the solution.

Parents and School

We hope that all parents feel welcome in school at any time of year. However, special consultations with teachers are held in the Autumn and Spring terms. Parents are invited to see their children's work and discuss progress with the teachers. We hope where there is a specific concern that parents will make an appointment to talk to the Class Teacher or a member of the senior leadership team/Head Teacher (as appropriate) when that arises, rather than leave it until a consultation evening. You will receive a written report of your child's progress in the summer term and the opportunity to discuss it with your child's teacher if you wish.

It is hoped that the parents who have concerns regarding school will raise these through normal consultation with the Class Teacher or an appropriate member of staff (please see above). However, there is a procedure by which parents may raise a complaint with the Governing body or L.E.A. In these cases parents are asked to write to the Clerk of Governors stating details. An invitation to attend the meeting at which the complaint is dealt with will be extended. The full procedure and regulations are available at school.

Friends of Richmond Methodist School.(F.O.R.M.S.)

A Friends of School Association exists as a further valuable link between the school, the home and the community. All parents are automatically members. The School fully supports its activities, and is grateful for the money raised to further the children's studies. We also welcome parental help on an informal basis. We seek each year the names of parents who have time and help to give. They do not have to be experts, all assistance is welcomed. Amongst other functions, we hold a Christmas and Summer fair.

Secondary School Transfer

On leaving the school at age 11 years, the children generally transfer either to Richmond School or to St. Francis-Xavier School. Full details of the procedure and alternatives are distributed to parents during Year 6. The school has good relationships with its secondary partners and every effort is made to ensure that transfer is a happy and successful period in the children's career.

Pupil Premium Grant

Pupil Premium is additional funding given to schools by the Government to raise the attainment of disadvantaged pupils. Pupil Premium applies to children with a history of eligibility for Free school meals, children of service families, looked after children and now children adopted from care. More information about how the funding is used please visit our website www.richmondmethodist.n-yorks.sch.uk.

Catering

Healthy school meals, cooked on the premises, are available each day using locally sourced fresh produce wherever possible. There is a three weekly rolling menu (changed each term) detailing each day's main course and sweet (with fresh fruit as an alternative). We also offer a vegetarian option, soup, salad, jacket potato or sandwich option as main course. Please visit the North Yorkshire County Caterers website <http://www.northyorks.gov.uk/article/24764> for the current menu and more information.

Universal Infant Free School Meals (UIFSM) means that every child in our Foundation Stage, Years 1 and 2 is entitled to a free school meal. The current price for paid meals for Years 3-6 can be obtained from the School Secretary.

Alternatively children may bring a packed lunch, but in the interests of safety, no glassware or fizzy drinks are allowed. The children who bring packed lunches take home any uneaten food as an indication to their parents of their lunch-time appetite. School can, on request, provide packed lunches for children going on school trips.

Lunchtimes are supervised by a team of Midday Supervisors.

Clothing

We expect children to dress smartly for school in combinations of the following styles and colours:

(Girls) Grey pinafore dress, skirt, culottes or trousers

Green/white or yellow/gold/white checked or striped summer dress

- White blouse or polo shirt
- Bottle green jumper, cardigan, tank-top or sweatshirt
- Black shoes
- Grey/black/white socks/tights
- (Boys) Grey trousers or shorts
- White collared shirt / polo shirt
- Bottle green jumper, tank-top or sweatshirt
- Black shoes
- Grey/black/white socks

Casual wear is not permitted except where indicated for school visits or on special days. Children should be prepared for all weather, therefore a coat or waterproof should always be brought. The children should wear sensible shoes which ensure their safety. **All clothing must be marked with the child's name.** School uniform can be purchased online from:

http://school-shop.co.uk/richmond_methodist_primary_school_dl10_7bh/ or plain items (without school logo) from clothing retailers.

In the interests of safety, jewellery such as necklaces and bracelets must not be worn at school. Studs may be worn in pierced ears. Sensible watches are permitted. However, parents should note that these will have to be removed for PE, games and swimming. Security of such items is the responsibility of the pupil.

Specialist Clothing

- **P.E.** Indoor kit comprises black shorts and plain white T- shirt and plimsolls. These items should be brought to school in a drawstring bag that can hang on a peg. Plimsoles are suitable for games inside.
- **Outdoor Games** The children require sports shorts/ tracksuit bottoms and T-shirt/ sweatshirt. Trainers are essential for outdoors. Football boots may be required for winter games on the field (Juniors only).

Medicines in school

In line with advice from North Yorkshire County Council, we have a policy available on request. Please ask the office for details.

Vomitting and Diarrhoea

If your child is sick due to an upset tummy, or has diarrhoea, then they should be kept off school until at least 24 hours has elapsed since the last episode of sickness or diarrhoea. This is the only way of ensuring that illness does not spread rapidly through the school.

Accidents in School

Although every reasonable precaution is taken to ensure the safety of the children, accidents do sometimes occur, and I am required to bring to your attention the Authority's policy regarding Personal Accident Insurance: 'The County Council only insures against injury caused to children as a result of the negligence of the Authority, its servants or agents, and does not insure to pay compensation following any injury suffered by a pupil. It is the responsibility of the parent to arrange, and pay premiums for the personal accident insurance they require in respect of any injury caused or suffered by their child.'

Accidents causing injury are recorded in the school accident log. Where the injury is serious or to the head then parents will be informed. In emergencies we will always call an ambulance, prior to informing parents.

Many staff in school hold basic first aid qualifications. Some members of staff have more advanced First Aid at Work qualifications. All members of staff who work with our youngest children have Paediatric First Aid training also. We update these bi and tri annually as necessary.

Care on leaving and arriving at school

A 'Crossing Patrol' is provided by the Local Authority for children who cross the road in the morning and at the end of the afternoon session. There is no patrol at lunchtime. The children who need to cross the main road should do so at the point where the patrol operates. There are also pedestrian operated Pelican Crossings outside the main gates of Richmond School and St. Francis Xavier School.

Since the School Car Park is small, parking is restricted to staff use, apart from the area designated for disabled use. Please let us know if you need to use this area. Parents are requested to park on Darlington Road (school side only) and not on the hazard markings or space marked 'buses only', leaving immediate access to the School free of obstruction. Please, while waiting at the school, leave the pedestrian gate clear for the children to use. Or school gates are closed for reasons of Health and Safety from 3.15pm until 3.45pm.

Wherever possible, we ask parents not to bring cars to school. Darlington Road is dangerous for children and every car adds to the risk. In addition it must be noted that the Police have informed us that they may prosecute owners of cars parked illegally. Please let the Head know on admission if your child is to be transported by bus or taxi to and from school.

Absence and Holidays

If your child needs to be absent from school, please contact the school office from in the morning. We have a special answering service set up on the school phone to enable you to do this – simply press “1” when prompted after phoning the school and leave us a message. In this way we know each child is safely accounted for.

Where a medical or dental appointment requires a child to be withdrawn from the classroom, parents must arrange for the child to be collected from school. The children will not be allowed to leave school unaccompanied during the school day.

The school discourages absence during term time, but parents may request permission to withdraw their children from school if there is a very good reason or under exceptional circumstances. In common with other schools in the Swaledale Alliance, we use a standard form on which you may request term-time absences. Any absence without completion of this form or without satisfactory information being received will be considered unauthorised. If in these cases your child’s attendance at school is unsatisfactory (for example, if it falls below 85%) then the school may take further action, in line with North Yorkshire and National guidelines.

The Curriculum

The National Curriculum was changed in 2014 and so we have changed our curriculum accordingly. There are some elements of the curriculum which are statutory, but other elements in which we have the choice of how to shape what we teach and what the children learn. In doing this, we have considered carefully the sort of curriculum which will engage our children, taking into account our geographical location and local heritage.

As far as is possible, we will be studying via a thematic approach which will see us having an over-arching cross-curricular project. For example, we will commence with Pre-History, which will involve the children finding out about the Stone Age, Bronze Age and Iron Age. There will be lots of historical learning, but also geographical and technology learning. As far as possible, we will use this theme to stimulate learning in English. For example, there are a great many children’s books which are set in this period of pre-history, so the children’s reading and writing will be developed via this central theme.

However, we recognise that not all of the children’s learning can be accessed through this theme and do not attempt to contrive links where they are not conducive to teaching the full curriculum. So there will also be maths, science and RE topics running alongside the main theme, as well as teaching and learning in music, French (our chosen modern foreign language) and PE.

From time to time we will have themed study weeks which will involve the whole school (or departments) studying special topics for a week.

Reporting

We have three formal occasions when we report to you about how your child is doing. We have parent-teacher consultations in the autumn and the spring term. The autumn term meeting is largely about meeting your child's new class teacher and reporting early progress. The spring term meeting will provide a more detailed report of how your child is progressing academically and socially. We write to you to tell you how to make appointments to see your child's class teacher. In the summer term, towards the end of the school year, we provide you with a comprehensive written report of how your child has attained and progressed during the year, as well as comments about their social and emotional development.

Assessment

Assessment is a vital part of the teaching and learning process. We assess the children continuously via questioning, pre- and post-learning tasks and marking of their written work. This informs the planning that teachers do to make sure that work for the children is sufficiently challenging to enable them to make progress.

However, we also assess in order to provide information about their levels of attainment. This information is reported to you and the government. This occurs three times during their primary school years – at the end of the Foundation Stage, at the end of their time in the Infants (end of Year 2) and at the end of Year 6, before they go to secondary school.

At the end of Year 1, the children are given a Phonics Screen, to find out how well they have learnt the phonemes and graphemes they have been taught. The results of this screen are also reported to the Department of Education. If a child does not achieve the expected standard in Year 1, they are screened again in Year 2.

In Year 2 and 6 the children take externally set tests. In Foundation Stage and throughout the rest of the school, the children are assessed by their teachers using on-going, formative and summative assessment systems.

Sometimes, we give the children tests similar to these to check on their learning. These are not externally marked and are simply to confirm or adjust teachers' understanding of how well individual children have learned.

Homework

We know that learning takes place outside of the classroom and school. We greatly value the sport, dance, music, drama and other forms of learning that happen when they are with you. We also regularly set homework, appropriate to your child's age.

In Foundation Stage, your child's learning is shared with you via an APP which allows you to view your child's activities during the day and be fully involved with progress.

In the infants, we send home reading books regularly. The books that come home are for you to share with your child and these books will intentionally be ones that they are able to read. We build pace and fluency as your child's phonetic knowledge increases but also aim to develop retrieval responses around events or vocabulary, encourage understanding through questions which challenge comprehension. Finally, we teach children to conclude through inference by giving their opinion based on reasoning around the content they have just read.

Additionally in Key Stage 1, the children will also be sent home spellings to learn, occasional literacy work and Maths homework to reinforce the week's learning or prepare for the week ahead. Number Bonds (starting with 3, so $2+1=3$, $1+2=3$, $3-1=2$, $3-2=1$ and then progressing up to 10 and beyond) and early multiplication tables (2s, 5s, 10s, 3s) will also be sent home. However, by far their most important home-learning is talking and carrying out activities with you or whoever else is caring for them out of school. So lots of discussion, activity and interesting things to do, limited screen time and age appropriate on line activity/gaming combined with healthy food and rest, is the best homework!

In the juniors, reading and spelling continues to play an important part in their homelearning and the instant recall of learning leads to them knowing multiplication facts in the 4, 6, 9, 8, 7, 11 and 12 times-tables. We expect them to build on their Number Bonds, using higher numbers and different contexts. Also, the children may bring home pieces of writing to complete or have some simple research to do based on their classroom work.

Whilst we value the part that school-initiated home-learning has to play in your child's development, it should not get in the way of them learning in other ways, for example by playing out, learning a sport, taking up a musical instrument, attending drama classes, being creative or simply going for a walk with their family.

Swaledale Teaching School Alliance

Richmond Methodist School plays an important part in the Swaledale Alliance, which is a group of schools working together based in the Richmond area. We are more recently, now members of the Hart Alliance.

Richmond Methodist School is a base for School Direct trainee teachers in the area and works closely with High Force SCITT (School Centred Initial Teacher Training) in Barnard Castle. New teachers do a post-graduate course here to enable them to

become part of the teaching profession and, for many, their first steps to becoming a teacher are taken at RMS, observing and taking part in lessons alongside the excellent, experienced practitioners we have here.

Our aim is to produce the best young teachers possible, not just for this school, but for Swaledale and the wider Richmondshire and Hambleton area.

Arkengarthdale C of E School collaboration

Since June 2012, Richmond Methodist and Arkengarthdale Church of England Primary Schools have been working in close collaboration together and in April 2013 the partnership became formalised. Both schools remain separate entities with their own governing bodies and distinctive characteristics, but are both led by the same leadership team and share expertise. Our exciting current shared project is the Forest Schools Outdoor Teepee Learning, based at Arkengarthdale.

Arkengarthdale financially reimburses Richmond Methodist School for this support. The schools undertake many shared activities and students and staff from the two schools have benefitted significantly from the collaboration.

Sadly, Arkengarthdale has announced it's closure due to decreasing numbers and so from August 2019, this collaboration will end.

Governance

The school's governing body is a partly elected, partly appointed group of people whose skills enable the school to run smoothly and who take on many important responsibilities.

They meet as a whole twice a term and the sub-committees also meet regularly to assist the school leadership team in leading the school.