

Welcome To



“Individual Colours, Together a Rainbow”

Saxton Church of England Primary School

Prospectus 2018-2019

Saxton Church of England Primary School

Dam Lane, Saxton, Tadcaster LS24 9QF

Executive Headteacher: Mr Ian Yapp

Head of School: Mr Garland Collins

 01937 557396  www.saxton.n-yorks.sch.uk

admin@saxton.n-yorks.sch.uk

Dear Parent/Carer

As prospective parents of children attending Saxton CE Primary School, we would like to welcome you. Here at our school, we recognise the importance of helping your children to develop their full potential and, at all times, try to make this a reality. We also recognise that the best kind of education takes place when school and home are working together as a partnership for the good of the children. We try to educate the whole child and to develop attitudes, which will enable him or her to become a balanced and socially competent human being with a real sense of responsibility towards other individuals and the community.

Our school sees itself as part of the community. We are a church school with our ethos firmly embedded within the Christian faith and we are an inclusive school where all children are important, regardless of their own faith. We aim to provide for the needs of each child and to offer positive encouragement for all achievements. We look at the good things the children have to offer and try to help them cope with any difficulties and overcome limitations. Our philosophy takes the child as the starting point and tries to help him or her develop educationally, physically, aesthetically and morally so that, on leaving our school, he or she is equipped with the knowledge, skills and attitudes and with concepts required for the next stage of education, and for life.

We have recently become an academy and a member of The STAR Multi Academy Trust. This is a group of 10 local schools including Tadcaster Grammar School, Sherburn High School and 8 of the primary feeder schools. The Trust is committed to excellent education for all children within the locality and the focus is on providing the best for every child from 4 to 18.

We hope you will find our prospectus useful. It contains information about our school and our approach to the primary education of your child. Should you require further information or if you would like to look round our school during the day, please do not hesitate to contact me.

I look forward to meeting you.

Ben Garland Collins

VISION STATEMENT

We all have a clear vision for learning inspired by excellence, enjoyment and strong Christian values. We believe that everyone is unique and special and we provide a happy, secure and caring environment in which everyone is respected, valued and nurtured. We encourage our pupils to become independent, self-motivated learners through our creative and challenging curriculum, inspiring them to achieve life-long skills through first hand experiences. We promote positive partnerships between children, staff, parents, governors and the community in a spirit of love and friendship.

The **aims** of the school are:

- To be a happy, safe, healthy and friendly school which all children will enjoy attending
- To help children to live together in a community, encouraging care for others as well as themselves so that they become responsible, independent people
- To create an environment in which mistakes can be made and learned from
- To realise the potential of every individual to enable them to reach the highest level of achievement of which they are capable and so lay the foundations for future life
- To give every child the experience of success and a sense of personal value
- To broaden horizons and help children grow spiritually, socially, academically and personally



THE STAFF TEAM

Executive Headteacher: Mr Ian Yapp (headteacher of Riverside Primary School, Tadcaster)

Head of School: Mr Ben Garland Collins

Responsibility for Maths, SEND, PE

EYFS and Years 1/2 Willow Class: Mrs Blades

Responsibility for Science and RE

Teaching Assistants: Mrs Romans, Mrs Rehor

Years 3/4 Sycamore Class: to be appointed

Teaching Assistants: Mrs Cockeram, Mrs Elliott

Years 5/6 Maple Class: Mrs Holgate

Responsibility for English, Art

Teaching Assistant : Mrs Payne

Our Higher Level Teaching Assistants are Mrs Cockeram and Mrs Romans. They take responsibility for classes when teachers have time for planning, preparation and assessment.

Office Manager: Mrs Elliott

Cook: Mr Gledhill

Midday Supervisors: Mrs Elliott, Mrs Romans, Mrs Cockeram, Mrs Payne

Governors

Saxton CE Primary School Governing Body consists of:	
Chair: Mrs D Younge (Foundation)	Vice Chair: Mrs J Spavin (co opted)
Executive Headteacher: Mr Ian Yapp	Head of School and Staff: Mr Garland-Collins
Co opted: Mrs A Jesty	Foundation ex officio: Mrs J
Parent: Mrs Westmoreland	Parent: Mrs Spencer
Parent: vacancy	Co opted: Mrs A Boulton

SCHOOL CONTACT DETAILS

School address:

Headteacher

Saxton CE Primary School

Dam Lane

Saxton

Tadcaster LS24 9QF

Telephone 01937 557396.

Email: admin@saxton.n-yorks.sch.uk

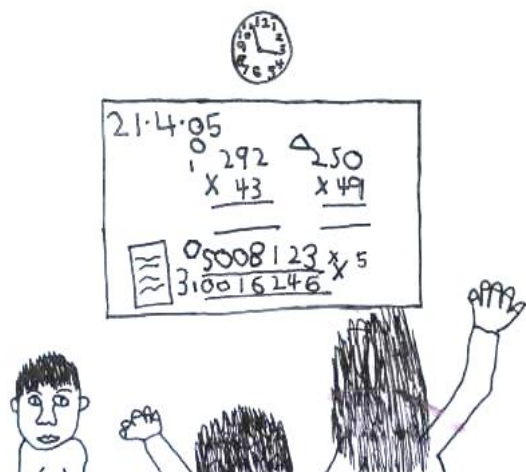
Chair of FOSS:

Mrs Sarah Baxter

(Contact through the school office)

School website:

www.saxton.n-yorks.sch.uk



TIMES OF THE SCHOOL DAY

9.00 am – 12.00 noon

1.00 pm – 3.30 pm

- Please be on time - but better late than never!
- Try not to have children waiting in the playground too early especially in cold and wet weather. Five minutes before school begins is early enough.
- The school bell is rung at 8.55 am for all. This is to enable everyone to have five minutes to come into school and settle gently into their day.
- Children should not be on site unsupervised until 10 minutes before the start of the school day as staff are not responsible before this time.
- Parking is very limited and parked cars are a hazard to children crossing the road to school. Wherever possible, families should walk their children to and from school.

SCHOOL ATTENDANCE

Regular and punctual attendance is vital for children to gain the most from their time in school. It is the responsibility of parents to ensure that their children attend school regularly, and that they arrive on time.

The law states that only the school or Headteacher can authorise an absence from school. Therefore any absences not notified to the school will automatically be regarded as unauthorised. All schools are legally obliged to report all authorised and unauthorised absences to the Department for Education.

There will, of course, be occasions when children are unavoidably absent from school, as in the case of illness. The school should be notified as soon as possible before 9.20am on the first day of absence.

Applications for family holiday during term time will be denied unless the circumstances are extraordinary. Parents should be aware that any amount of time taken out of school will be detrimental to the child's education and well being.

INDUCTION PROCESS

Parents and carers of children starting in the following academic year are invited to attend a meeting during the summer term. This will be an opportunity to meet the staff who will be working with your child when they start school. This is an ideal opportunity to view your child's class, build relationships with staff, ask questions and receive the preliminary information for the induction process.

Prior to this meeting the foundation stage teachers and teaching assistants will visit children in their playgroup/nursery setting in order to meet them on familiar ground and begin to form relationships for future learning.

From the middle of June children will be invited to school for sessions to participate in story and playtime. This familiarises the children with the idea of coming into the school building and getting to know the staff who will work with them. This will include staying for lunch with their parent on one or more occasions. This is a lovely way for us all to get to know one another better.

In September, Foundation Stage children will start school in a staggered manner (depending on numbers) ie not all new starters will start school on the same day. This is to enable each child to get to know their class teacher and other adults in the setting on a more one to one basis and also allows for an easier transition both for children and parents. Throughout the whole of the induction process we are keen to work with parents to ensure your child settles in well. Please come for a chat if you have any worries or fears. We aim to meet the needs of every individual child through a flexible and calm approach.



ADMISSIONS

First Admissions

Children may start school in the academic year in which they are five. Parents may choose not to take up their place for their child until he/she is of statutory school age, which is the first term after their 5th birthday.

At Saxton CE Primary School children may be admitted to school at the start of the academic year in which they become five years old. In the Foundation Stage the emphasis is on learning through play and by first hand experiences.

During the course of each year, parents are contacted with a reminder to ensure that they have registered pre-school children and parents are also asked to remind friends and neighbours in the area who may have children of school age. All parents are welcome to visit us when making their choice of school and are encouraged to arrange a time when they can come and look around to see the school.

Towards the end of the academic year, prior to children attending school, a prospectus is sent out to parents of all children who have registered with our school.

Parents and School

We aim to establish a firm partnership between parents and teachers from the beginning so that the education and the development of all children can be shared. Parents are always welcome to visit our school before the children start with us. A telephone call to arrange a time would be advisable. The Head teacher and staff are always willing to answer any queries or concerns about individual children. The most convenient times to speak to staff are likely to be before school begins or at the end of the school day. Please make an appointment to speak to the teachers or Head-teacher.

After your child's admission to school, some necessary information about you and your child is kept both on computer and in manual files. The school is registered as a Data Controller and we comply with all legal requirements relating to the control and processing of any personal information. No information will be released to anyone outside school without consultation with you. You will also be asked for your consent to the use of any photographs of your child.

THE SCHOOL CURRICULUM

At Saxton CE Primary School we believe that children's abilities vary according to their level of physical, intellectual, social and emotional development.

Language is the gateway to learning through the school curriculum. With this in mind our aims are that each child should learn to:

- **Communicate** clearly and confidently in speech and to listen attentively and with understanding.
- **Read fluently** and accurately, with understanding, feeling and discrimination and develop a legible cursive style of handwriting with appropriate standards of spelling, syntax, punctuation and usage.
- **Develop research skills** and ways of recording information. Understand the applications of mathematical concepts in various situations and apply computational skills in everyday situations with speed and accuracy.
- **Observe** carefully, accurately and with sensitivity. Develop scientific experimental procedures, basic scientific concepts and apply the basic principles of health, hygiene and safety to their own situation and environment.
- **Develop agility** and physical co-ordination and the ability to express feelings through movement. Acquire sufficient control of self or tools, equipment and instruments to be able to use music, drama and other forms of creativity as a means of expression.
- **Develop information technology skills** including an appreciation of their application and develop the technological processes involved in planning, designing, making and evaluating.
- **Develop attitudes and sensitivity** towards values and beliefs of others, including those relating to religion and culture.
- **Acquire a sense of time** through historical understanding and develop geographical understanding of the local and wider environments.



THE NATIONAL CURRICULUM

The national curriculum is a planned programme which all children must study and consists of eleven subjects.

Five of these are the core subjects of English, Mathematics, Science, RE and Information Communication Technology.

Six are the foundation subjects: Design and Technology, History, Geography, Music, Art and Design, and Physical Education. Personal, Social, Health Education and Citizenship (PSHCE) is also a part of our curriculum.

Each subject area has a programme of study which children should work towards in order to meet the requirements of their appropriate key stage. The children the Foundation Stage will be working within the foundation stage curriculum. Years 1 and 2 will be working within Key Stage 1 (KS1), while the children in Years 3 to 6 will be working within Key Stage 2 (KS2).

As a whole school we have adopted the Framework for Literacy and Numeracy. We have adopted the North Yorkshire Syllabus for RE. Copies of all the relevant documents are available in school or on the website.

- **BREADTH:** The whole curriculum should bring pupils into contact with a range of learning experiences agreed by the school.
- **BALANCE:** The whole curriculum should encompass all elements of the planned learning experiences. Each element should be allocated the required time to make its own effective contribution without detriment to others.
- **RELEVANCE:** The whole curriculum should value each pupil's own history of experience and, at the same time, take account of their prospective needs and expectations as a future member of adult society.
- **DIFFERENTIATION:** The whole curriculum should be planned so that the processes of teaching and learning match the abilities, aptitudes, and aspirations of individual pupils in order to provide challenging opportunities for new learning.
- **PROGRESSION:** The whole curriculum should be rigorously planned in order to ensure that each pupil's development is continuous.
- **CONTINUITY:** The whole curriculum should be planned across and between years and phases to ensure a consistency of approach at all levels.
- **COHERENCE:** The curriculum should be planned so that it can be understood as a whole. Each element of learning should support and reinforce the others, avoiding a series of isolated and fragmented experiences.
- As a professional staffing team we can develop this ongoing philosophy by establishing realistic standards, working together, learning from each other and promoting caring attitudes.

HANDWRITING POLICY

Being ready to write is important. We are sure you appreciate that a child sitting incorrectly and holding the pen/pencil too tightly will have less chance of making the writing process rewarding than a child encouraged to follow the simple guidelines listed below.

Preparation for writing

Your child should:

- Sit up straight and comfortably with Bottom, Back on Chair. (BBC position)
- Have enough room.
- Have a sharpened pencil or pen
- Hold the pen/pencil in the crocodile's jaws.
- Ensure the top of the pen/pencil points over the shoulder of the hand he/she writes with
- The spare hand should hold the paper steady.
- Hold pen/pencil so that he/she is able to see what is being written.

It is very helpful if children can follow these principles if they are writing at home, that they form letters correctly and not use capital letters.

EARLY LEARNING

The curriculum in the early years forms the first stage of our whole curriculum. The six areas of learning and experience, together with 'early learning goals' provide a national framework in planning, teaching and assessing the early years curriculum. They also provide an essential link to the National Curriculum Key Stage programme of study. We have adopted these areas of learning and experience as the basis for our planning at Saxton CE Primary School in what we call the Foundation Stage.

1. **Communication, language and literacy development** - talking, listening and encouraging children to become readers and writers. Our aim is to encourage every child to communicate on paper in a development way, backed up with phonic work and an understanding of how writing works.
2. **Mathematical development** - mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.
3. **Knowledge and understanding of the world** - finding out about the world around them, other people and features of the natural and man-made world. These become a foundation of history, geography,

technology and science.

4. **Physical development** - physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments.
5. **Personal, social and emotional development** - learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.
6. **Creative development** - the development of information and the ability to communicate and to express ideas and feelings in creative ways.

Our curriculum is planned in an innovative way through a series of themes and topics, each of which offers experiences in all six areas. We plan a variety of directed and free choice activities and children's choices are recorded to ensure a balanced programme.



RELIGIOUS EDUCATION

We follow the statutory guidance given in our locally agreed syllabus. It is mainly Christian, but takes account of the teaching and practices of other principal religions in this country. The main Christian festivals are celebrated usually in church, and children learn about other religious beliefs and festivals.

Religious education in school is carried out in a number of ways by, for example, visiting places of worship, examining religious artefacts, paintings and books; expression through dance, poetry and music. We look at key Christian figures but also address other faiths through stories, prayer and other religious celebrations eg Eid. We experience stillness and periods of quietness and reflection. We aim to develop appropriate behaviour and responses when dealing with whatever is special, important, precious or sacred to others. We have extremely strong links with our own church community and use church as extra teaching and learning space.

Collective Worship

Children meet daily for collective worship. This is an important part of each day and takes place either in the school hall or in church. This worship takes account of a child's age and experience, and is complementary to work in the classroom. It is Christian in content and we use the same richness of resources for assemblies as those used in religious education lessons in class. We offer children some time for thinking, sharing, listening, stillness and silence.

We have special services in school and church where we celebrate festivals and other key occasions in the church calendar. In this way the children gain an understanding and day to day experience of living in a Christian Community.

The Right of Withdrawal

It is expected that all children, regardless of their religious affiliation or non-affiliation, will take part in religious education and collective worship in our school. However, the right of parents who wish to withdraw their child from this part of the curriculum will be respected. Requests for exemption are unusual as the children do 'miss out' on some of the core experiences of our school.



MORAL EDUCATION AND BRITISH VALUES

Moral education does not feature as a subject on our timetable. It is part of the 'hidden curriculum' and is strongly influenced by the ethos of the school. Opportunities are provided to introduce and develop ideas of morality intentionally as well as those which arise incidentally from the programme of work. It is based on people's sense of what is right and just, not on legal rights and obligations.

Our aim is to help children to become socially well-adjusted and to establish a code of behaviour which is founded on commonly accepted standards of society, including values such as:

Fairness	Justice	Respect	Tolerance
Helpfulness	Sympathy	Loyalty	Understanding
Forgiveness	Consideration	Diversity	Honesty
Courage	Kindness	Integrity	Inclusion

We intend that pupils are given sufficient information and opportunities to use their initiative and to make informed choices, to exercise leadership and responsibility, to consider the consequences of their own actions and to develop positive moral qualities.

THE ARTS

We believe that the teaching of the arts at our school provides the central pivot for developing creative thought and action, and allows children not only ways of having ideas, of creating ideas, but of exploring experiences in particular ways and fashioning their understanding into new forms. Entitlement and access to a wide range of appropriate high quality Creative experiences enables our children to develop their full potential and help to develop their self-esteem.

Through the arts children can communicate ideas and respond to their spiritual, moral, social and cultural surroundings, to develop a view of themselves and their place in the World.

The Arts curriculum encompasses Art, Music, Drama, Dance, Multicultural Activities, French and ICT. These subjects are taught as part of the school's whole curriculum and/or as part of a wide range of extra curricular activities.

SPORT

At Saxton CE Primary School we have a positive interest in promoting sport. As part of the national curriculum, through our games and athletics programmes of study, we address wider application of healthy competition and the development and fostering on community spirit.

We begin at Foundation Stage level with personal skill development in throwing and catching, striking and kicking a ball, and as the children become more adept and aware, extend this in to small games situations. The emphasis is on skill development until the children are able to realise that their personal contribution can be used in a team situation. The two ideas of personal skill development and being part of a team are continued right through the primary stage.

As a small school, we have little in the way of gymnastics equipment and no gymnasium. We do, however, have close links with one of our local secondary schools, Sherburn High School, where we deliver gymnastics and swimming on a regular basis. From Year 2 every child will have access to this facility during each school year, for which we ask a contribution from parents.

Children are encouraged to enjoy physical activities and take part in football, netball, hockey, rugby, rounders, cricket and athletics as team activities. A competitive element is introduced by participating in these sports through cluster events between local schools. We also have a sports day when children at KS1 and KS2 take part in team activities where each child has a chance to succeed at an activity leading to points for their team. There are excellent opportunities in the area for children to further their sporting ambitions. Children are also encouraged to join the junior cricket and rugby clubs, which abound in the district.

We pride ourselves on our approach to sport and the fostering of proper attitudes of comradeship and fair play.



SPECIAL EDUCATIONAL NEEDS (SEND)

“The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. Whereas for some the road they have to travel towards the goals is smooth and easy, for others it is fraught with obstacles” (Warnock Report).

The 1996 Education Act says that a child has special educational needs if he or she has a significantly greater difficulty in learning than the majority of children of the same age. This includes children who have physical, learning, emotional or behavioural difficulties, or sensory impairment. Any pupil may, at some time, have special educational needs.

Our approach to special educational needs is through a whole school policy which stresses that all children are valued equally. The range and type of learning experiences have to be selected for their appropriateness to a child’s development. Some children may need considerable modifications in the presentation of their learning opportunities, their difficulties may be in a specific area of learning, or general; they may be short term or of a more extended nature.

School keeps a register of all children with special educational needs. The SEND Leader, Mr Garland-Collins, is responsible for all records. In addition to the day-to-day operation of the school’s Special Educational Needs Policy, he co-ordinates and leads special needs provision. The development of special educational needs is constantly under review and the Inclusion Leader is constantly updating the school’s practice. Please ask if you would like further information.

The Headteacher and Governors have a legal responsibility to ensure that pupils with special educational needs are catered for. They are kept informed at each meeting of the Governors within the Head-teacher’s Report.

In line with the government Department for Education’s Code of Practice, we have adopted a three-staged approach to the identification, assessment, monitoring and review of children’s special educational needs. A child moves from one stage to the next if it is agreed that a further level of support would address his/her needs more effectively. It is possible to remain on a particular level for a considerable time if the level of support is being effective. It is equally possible to move down a stage or be taken off the stages if a child has done well and it is considered that the particular level of support is no longer necessary.

Pupil’s curriculum entitlement is delivered in the following stages:

- Wave 1 – Quality First Teaching delivered in the classroom.
- Wave 2- Differentiated tasks delivered within the class or in small groups by teachers or teaching assistants
- Wave 3 Curriculum tasks carefully matched to individuals with more specific difficulties
- Educational Health Care Plan for pupils with complex learning or physical needs planned and delivered by teachers and designated teaching assistants. This follows a Statutory Assessment of the child’s needs and only happens in an extreme minority of cases.

Parents are fully consulted at all times. Their involvement and support is of great importance. Their views are valued, communication being both informal, through calling in to see the class teacher and more formal as parents are invited to regular reviews.

GIFTED AND TALENTED

As well as developing and supporting the needs of pupils with learning difficulties, we believe that developing and enhancing the needs of the higher achiever is very important too.

Some learners reflect a high degree of independence in their use of and access to certain areas of the curriculum, demonstrating creativity in finding and implementing solutions to problems. These children are able to use higher order thinking skills and as such, we develop their gifts and talents by further differentiating work within the classroom, in school and/or by asking for outside specialist support and guidance if appropriate.

Every child at Saxton CE Primary School is encouraged and supported to reach his / her full potential.

HEALTH AND SEX EDUCATION

At Saxton CE Primary School we believe that sex education should be delivered as part of the whole school Health Education programme taking into consideration the National Curriculum and Education Act requirements. Our policy covers relationships, hygiene, keeping safe, growth, lifestyles and change.

We recognise that children will ask questions from time to time related to sex education. Teachers will respond to such questions in a sensitive way bearing in mind the age and maturity level of the child concerned. It may be necessary, on occasions, for staff to approach parents to discuss appropriate responses to particular questions. Health professionals and the schools' Parent Support Advisers work with staff to deliver the full programme for health education

HOMEWORK

At Saxton CE Primary School homework is seen as an integral part of all children's learning.

Through homework we aim to:

- Enable parents and carers to play an active role in the children's learning and to develop an effective partnership between them and the school.
- Consolidate and reinforce skills and understanding particularly in literacy and numeracy.
- Supplement and extend the learning done in school.
- Develop the confidence and self-discipline needed by children to study on their own and to prepare them for secondary school.
- Enable children to develop their own research projects and extended pieces of work with support and guidance from teachers during the day.
- Give guided practice in reading via library books. Children will take-home reading books from school as well as having their own books at home.

HOMEWORK STRUCTURE

Our pupils work hard in school in all areas of the curriculum and gain a fully-rounded education in this way. The school has a policy regarding homework, and we ask for parents to co-operate by providing support and a suitable environment at home in which their children can work.

Reception

- Share a reading book with an adult each night - taking home a book or support material from school twice a week.
- Complete a weekly work sheet which may be connected to letter sounds, words or a mathematical activity. This will start later in the first year at school when it is appropriate to meet the needs of the child.

Years 1&2

- Read/share a book each night: - taking home a book or support material from school.
- Complete a set task –either numeracy or literacy based as appropriate to their learning

Years 3&4

- Read and discuss a book each night from home or school for at least 10 minutes.
- Complete a piece of literacy or numeracy work.
- Children may be asked to complete a piece of work related to a theme being studied.

Year 5/ 6

- Read a book each night for at least 20 minutes. It is important that parents continue to be involved in their child's reading by asking questions about what is happening in the book.
- Children may be asked to complete a piece of work related to a theme being studied.
- Complete a piece of literacy or numeracy work.

Guidance for parents

- Your child needs quiet and uninterrupted time to practice/complete their work. Please help and support but do not do it for them
- A homework task may well be work started in school, requiring completion at home, or it may be a piece of work to start and complete for homework.
- For all homework, it is most important to work closely and productively with your child through questioning, discussing and encouraging them with their tasks. Please encourage your child/children and praise them when they have completed their homework.
- Your child's homework will be written either by the teacher or the child in their planner. There is space for you to initial or even comment if you wish to do so.

Please encourage your child /children to complete their homework neatly and carefully.

EXTRA CURRICULAR ACTIVITIES:

There are lots of opportunities for children to take part in exciting and stimulating extra curricular activities. These are just some of the recent clubs and activities that have been arranged in school

Rounders	Cricket
Gymnastics	Art/Craft
Multi Sport	History
Football coaching	Homework Club
Cycling Awareness	Recorder Club
Dance	Gardening Club
Choir	Tennis

EQUAL OPPORTUNITIES

The School is committed to providing all pupils with educational facilities without any discrimination, and has a policy of equality of opportunity which encompasses all pupils and staff, and extends to our dealings with parents and guardians.

It is our aim to promote equal opportunities whereby no-one suffers unfair discrimination, either directly or indirectly, or harassment on grounds such as race, colour, ethnic or national origin, gender, marital status, disability, sexual orientation, religious belief or age.

Every child is encouraged to reach his or her own full potential, and develop appropriate self-respect and respect for others regardless of any disability or special needs. The school recognises and respects the need for privacy amongst boys and girls, for whom personal dignity is important.

Saxton CE Primary School values every individual. The governors and school staff support and promote the right of everyone to learn, work and live in a just community and to be treated with respect.

We are a church school with an obvious Christian ethos of caring and nurturing each individual for which we are very proud.

Behaviour which could offend or upset anyone is not welcome.

SCHOOL ACCESS POLICY

This school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when seeking to make use of the school and facilities. However, we also recognise the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at the school and the physical environment. As part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive education service, Saxton CE Primary School will endeavour to ensure that disabled people receive the same standards of service as everyone else.



BEHAVIOUR

Our overriding priority is to provide a safe and secure learning environment for our pupils. To this end we insist that no pupil is allowed to disturb or disrupt a class or group of children, either by excessive noise or by other unacceptable behaviour, including violence.

We aim to encourage each child to develop a keen sense of self-discipline by placing responsibility for his/her actions firmly on each individual.

Our Rules:

- Follow all adults instruction
- No put downs
- Respect people and property
- Be kind and fair

The school behaviour policy can be found on our website.

SCHOOL UNIFORM

Our school uniform gives the pupils a feeling of belonging to the school community. We think it is very important that we are smart and 'ready' for school.

Winter wear consists of white, navy or gold shirts/blouses with navy sweatshirts and grey trousers or skirts. Socks should be white or grey and shoes should be **sensible, lightweight and black**. Polo shirts are acceptable alternatives to conventional shirts and girls may wear pinafores instead of skirts. It is not essential for the school logo to be worn on sweatshirts/cardigans.

For indoor PE children wear navy shorts and white t-shirts with bare feet or plimsolls. Children also need outdoor wear for winter/summer, consisting of warm clothing and trainers.

Please make sure that all your child's belongings are clearly named. All PE kit should be brought to school in a named PE bag which will be provided by school.

Please see our website for details of ordering uniform.

Jewellery/Make-up

No jewellery (except watches) should be worn in school in the interests of safety. If ears are pierced, only studs are acceptable. Children will **not** be allowed to wear earrings for PE and the children need to be responsible for taking them out. Any child intending to have their ears pierced during the summer holidays needs to have it done as the holiday begins in order to allow the healing process time to work. Make-up and nail polish are **not** to be worn.

LOST PROPERTY

We cannot emphasise enough the need to label all belongings clearly with the child's name so that, if found, the lost item can be returned to its owner. Any un-named property goes into the lost property cupboards where it can be claimed by children or parents. Any unclaimed items of clothing or equipment are disposed of after a reasonable length of time.

HEALTH

Medicals

It is normal for a child to undergo a medical in their first year at school and this will be carried out by the school nurse. Parents are requested to be present at the examination.

Medicines in School

Where a child requires medicines during school hours it is preferable for the parent to attend to administer the medicine. However, our policy is that if a child needs medicine and is fit to attend school we will administer it. A form is available from the school office to authorise us to do so.

School Nurse

The school nurse visits school regularly to do routine checks.

Illness and Absence from School

If your child is unwell please do not bring them to school. Children who are unwell are more easily distressed and there is a risk of cross infection. If your child is absent from school please let us know the reason **as soon as possible**, a telephone call on the day is all that is needed. If your child is unwell at school you may be asked to come and collect them.

Hospital/Clinic Appointments

If advance notice of appointment is given, a child may be collected by an adult during the day. Please inform the school office upon your arrival at school.

PASTORAL CARE

The pastoral care of the children is the responsibility of the class teacher with the help, support and general guidance of the Headteacher. The non-teaching staff help and support this area.

In accordance with guidance from the LA, educational visits are carefully planned and appropriate risk assessments carried out. Children are asked to wear appropriate clothing for the activities planned. The correct adult: child ratio is always followed and we always take with us first aid kits, children's prescribed medications and a list of emergency contact numbers for all those in the party.

Fire drills are carried out once per term by the whole school and the weekly testing of alarm bells is conducted. All children are taught how to respond in emergency conditions, ensuring that everyone remains calm.

Most accidents that occur in school are of a minor nature and these are recorded in minor accident log. Parents are informed if their child has an accident at the end of the school day, or if it is a more serious nature, immediately. The school has a large number of qualified First-Aiders who will assist in providing children with medical attention if needed. First aid boxes are stationed around the school for such purposes. If the accident is more serious parents are informed straight away and if necessary an ambulance will be sent for.

SCHOOL MEALS

A meal at mid-day may be taken in one of the following ways.

1. By having a school dinner.
2. By eating a suitable packed lunch brought from home.
3. By going home, if the parent wishes.

All children taking a meal in school do so in the school hall from mid-day onwards in two sittings, usually FS & KS1 children on first sitting from 11.55am-12.30pm and KS2 pupils from 12.30-1pm. The school dinner is nutritional and is cooked on the premises. We cater for vegetarians and if your child is a vegetarian, please notify the school office. School meals are free for EYFS/KS1 children. The cost of a school dinner for KS2 is currently £2.10 per meal. School lunches should be paid using Parent Pay (information from the school office)

Midday Supervisors supervise the children during lunch.

Families on low income may be eligible for free school meals and clothing. Full details are available through the School Office.

SCHOOL TERM DATES 2017 / 2018

These are available on the school website

FRIENDS OF SAXTON SCHOOL (FOSS)

We have a very active Parent Teacher Association. It works closely with the Headteacher and staff for the benefit of the children. On the day your child joins the school you, as parents, automatically become members of FOSS and you are encouraged to take an active part in all activities.

FOSS plan events throughout the year, some of which are fundraising; others designed to give children, parents and staff an opportunity to meet informally. The money raised by FOSS has provided the school with new cloakroom equipment, PE bags and book bags.

What We Do?

Throughout the school year we organise a number of events to raise money for the school. We hold discos for both the infants and juniors, show films, organise non- parents uniform days, and our Christmas and Summer Fayres are particularly well supported and enjoyed.

We try to strike a balance between serious fundraising events and fun evenings and we are always looking for new ideas and enthusiastic helpers.

How We Do It?

We meet a couple of times each term either in The Greyhound or in school and the meetings usually start at 7.30pm in the pub and 3.40pm in school and depending on the agenda, last for about an hour. Afterwards many committee members stay behind for a drink and make a social evening of the occasion.

There is a good mix of old and new parents and it would be good for every year group in the school to have a representative on the committee. We also have a representative from the Governors and the Headteacher.

Joining FOSS is a good way of getting to know the school and everyone attached to it, as well as a way of making new friends. If you feel you don't have the time to commit to regular meetings and helping at a lot of events don't worry – we have a healthy helpers list which means you can help out when it is convenient for you.

Would You like To Help?

If you can help FOSS please complete the following form and return it to the school office. We look forward to hearing from you!

Your Name:

Names of Child/Children:

Year/Class of eldest child:

Your Tel. No.

Please answer all that are applicable:

I would like to join the committee

Yes/No

I am prepared to help at events

Yes/No

I can provide goods at a discount / cost price

Yes/No

Please specify, e.g. plants, pocket money toys, refreshments, gifts)

I have a skill to share

e.g sport, gardening, art, music, drama

Yes/No

I could help in the school library

Yes/No

I can donate raffle prizes

Yes/No

Please specify

I can make things to sell

Yes/No

Please specify e.g. plant cuttings, cakes, gifts

I can donate things for the Fairs

Yes/No

Please specify, e.g. wine/ spirits, gifts

I can provide cheap/free services

Yes/No

Please specify, e.g. printing, sign writing, photocopying, builder, handyman

I have a business that is interested in advertising in the school brochure for the Fairs

Yes/No

I have a business and am interested in having a stall at a fundraising event

Yes/No

Please specify, e.g. clothes/jewellery/stationery

Other help (Please specify)

Yes/No

Thank You!

SCHOOL RESULTS KS2 IN 2017

<u>KS2 SATs results 2017</u>	<u>Reading</u>	<u>Spelling Punctuation and Grammar</u>	<u>Maths</u>	<u>Writing Results (moderated)</u>
% Saxton children meeting expected standard	86%	93%	79%	86%
% Saxton children working at Greater Depth (scaled score >110)	42%	28%	14%	21%
National %age of children meeting expected standard	71%	77%	75%	76%
% Saxton children reaching expected standard in reading, writing, maths and SPaG	71%			
National % children reaching expected standard in reading, writing and maths	61%			

CONCERNS AND COMPLAINTS – guidance notes for parents

If you have a suggestion or a concern.

We would like you to tell us about it. We welcome suggestions for improving our work in the school and want to know if you have any concerns. Be assured that no matter what you wish to tell us, our support and respect for you and your child in the school will not be affected in any way. If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident or problem that happened some time ago.

What to do first.

Most concerns can be sorted out quickly by speaking with your child's class teacher. All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their actions to you. They will ask what you would like the school to do to put things right. Of course this does not mean that in every case it will be possible to achieve a satisfactory outcome but it will help both you and the school to understand both sides of the question. It may also help to avoid a similar problem arising again.

If you are still concerned.

We will do all that we can to resolve matters straight away but if you are not entirely satisfied with the teacher's or the team leader's response you can make an appointment to speak to the Headteacher.

If you are still unhappy

We very much hope and expect that you will have been able to resolve the problem by this stage. However, if you are still not satisfied you may wish to make a formal complaint to the governing body. You should ask for the Complaints Policy and Procedures (also available on the website) and write to the Chair of Governors.

If your complaint is about an action of the Headteacher personally.

In this case you should refer it to the Chair of Governors. You can contact her via the school office or by email from the school website. She will discuss the matter with you and attempt to resolve the problem. If you are not satisfied with the outcome of this process you will be asked to detail your complaint in writing and it will be considered by the Complaints/Review Committee as outlined above.