



SAXTON CHURCH OF ENGLAND PRIMARY SCHOOL

Part of the Yorkshire Learning Trust

and the

Monk Fryston & Saxton Federation of Church of England Primary Schools



PROSPECTUS



SAXTON CHURCH OF ENGLAND PRIMARY SCHOOL

DAM LANE, SAXTON, TADCASTER LS24 9QF

EXECUTIVE HEADTEACHER: MR R M WEIGHTS BEd, FHA

 01937 557396  WWW.SP.STARMAT.UK

 ADMIN@SP.STARMAT.UK

The Yorkshire Learning Trust

Rose Cottage,

Toulston, Tadcaster, LS24 9NB

Tel: 01937 833466 Website: starmat.uk

CEO: Mr Ian Yapp

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Welcome to Saxton Church of England Primary School

Thank you for considering our school for your child. We take great pride in being able to provide excellent standards of education and care for our children, and work hard to achieve the best possible outcomes for everyone in our community. We are keen to develop effective partnerships with our parents and families so that together we can meet our high expectations of behaviour, development and achievement.

Saxton is proud to be a small school. We believe in the numerous benefits that come with our size. Investment into keeping class sizes small, with high levels of adult to pupil interaction is of paramount importance at Saxton.

We educate young minds so children can make sense of the world around them now and are well equipped for the future. Every child is known individually, is valued for their strengths and is supported to overcome their weaknesses. Small class sizes allow us to tailor learning for every individual so that each child reaches or exceeds their full potential.

The Education Endowment Foundation (EEF) has conducted research into the effectiveness of reducing class sizes and has concluded: "... it permits teachers to change their teaching approach to the extent that this changes the learning behaviours of pupils."

Size makes a difference at Saxton and makes us unique. It helps to create a 'family feel' where everyone is known and valued. Children have the security of knowing that they will be supported, appreciated and valued. This enables them to be very successful academically and personally.

As one of our parents commented in our 2022 parental survey;
"Saxton school has been amazing for both of my children - the teachers are very close to the children and adapt to their needs."

Since September 2019 our school has been federated with Monk Fryston CE Primary School, which is also in the Yorkshire Learning Trust. We believe that sharing resources, skills and expertise across both schools enables our children to experience the highest standard of Church of England primary education. This has been recognised during both Ofsted and SIAMS inspections as successfully benefitting our school, and I would encourage you to read these reports. Of course, we know that there is more we can do, and we have already implemented

actions to address the recommendations in the reports in order to move forwards. We will keep doing so for the benefit of all our children.

I hope that the following pages will provide you with all the information you need to help you make the important choice about your child's school.

We would be very pleased to show you our school 'in action', with or without your child. Whilst we acknowledge that visits during the school day can sometimes be difficult to arrange, we would encourage you to see how our lessons operate and meet our children.

Please telephone the office to make an appointment.

Rick Weights, *Executive Headteacher*

Yorkshire Learning Trust

A very warm welcome to Saxton School and to Yorkshire Learning Trust (YLT).

Yorkshire Learning Trust is a family of schools working together to ensure that every young person has the best possible opportunities to learn, grow and thrive. We are proud to serve diverse communities across Yorkshire, and we are united by a belief in the power of education to change lives.

At YLT, we place belonging, ambition and integrity at the heart of all we do. Our schools are inclusive and aspirational places where young people are known, nurtured and challenged. We want every student to feel proud of who they are, excited by their learning and confident about their future.

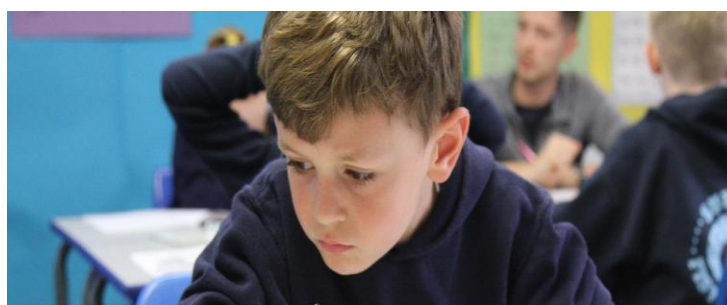
We also believe deeply in the strength of collaboration. By working together as a Trust, we are able to support each other, share what works, and tackle challenges collectively. Our schools retain their own identity and character – that's what makes them special – but they also benefit from being part of something bigger.

Whether you are just starting your journey with Saxton School, or are continuing on your path with us, I know you'll find a warm and supportive welcome. Thank you for being part of our shared ambition to create schools where young people can truly flourish.

With best wishes for all that lies ahead,

Ian Yapp

Chief Executive Officer – Yorkshire Learning Trust



Vision statement

Everyone who spends time learning and growing at Saxton, becomes a successful individual with the **courage**, **compassion** and **creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

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.

We have one **aim** in our school: to be 'Good people, doing well' (*from - Titus 3:14:*

*"Our **people** must learn to devote themselves to doing what is **good**, in order to provide for urgent needs and not live unproductive lives."*)

About us

Saxton is a Church of England Primary Academy catering for children from four to eleven years. It serves the parish of Saxton and Scarthingwell and, when possible, also takes children from surrounding areas.

We currently have 40 children on roll.

The school has stood on its present location for many years. The first records indicate that it was fully in use before it became a National School in 1873, and it has been expanded over time. It now houses three classrooms and a library as well as a kitchen, and office. The hall is multi-purpose, and is used for additional classroom space as well as a dining hall. In May 2018 the school converted to become an academy as part of the STAR Multi-Academy Trust, which became the Yorkshire Learning Trust in 2025.

We have one enclosed playground, a large field and a woodland wildlife area. When weather permits, the playing field is used at break times as well as for games and other outdoor activities.

There is an excellent selection of playground equipment to enhance children's play during breaks.

Our school is currently divided into mixed-aged classes, which enables us to have a fairly even distribution of number and allows children of a similar age to work together.

The school is led by an Executive Headteacher who is based with us for half of the week (the other half is spent at Monk Fryston School); a Deputy Headteacher and an Assistant Headteacher (who is based at Monk Fryston but retains responsibility for both schools).

Saxton CE Primary School is a happy place to be. The children enjoy learning in a safe, friendly and supportive environment. We strongly promote the “Fish! Philosophy” values of: Choosing a good attitude; Being present; Making someone’s day; and Having fun. We put a lot of emphasis on having fun as well as working hard and helping every child to achieve his/her best in all aspects of school life.

School and Church

The school tries to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values. We have strong links with the Church in Saxton (as it is next door!) and the children visit the church for whole-school collective worship or to take part in Church services.

We were recognised as a ‘good’ church school at our most recent SIAMS (church) inspection in 2022.



Collective Worship

Children meet daily for collective worship. This is an important part of each day and takes place either in the school 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.

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.

Our School Prayer:

Lord, This is our school.

A place where we learn and always do our best.

Help us to remember to love and care for everyone here,

To help, to comfort, to be a friend.

Amen

Admissions

Children starting school for the first time are admitted to the school in the September prior to their fifth birthday. You may collect a pre-admission form from school at any time and whatever the age of your child.

School admissions are handled entirely by North Yorkshire Council and an application for a school place should be submitted online at:

<http://www.northyorks.gov.uk/article/23539/School-admissions>



Alternatively, contact the Admissions Office: telephone 01609 533679.

We also ask prospective parents to complete and return a contact form to the school office as soon as possible after receipt, so that we have pupil information on file when school places are confirmed.

If you are moving into the area your child can start school at any time during the year provided that there is space in the class. Please contact the school for advice.

Parents are invited to an informal evening meeting at the start of each year to meet the staff and receive information about school procedures, collect new starter packs. It is a chance for parents to ask questions if they have any concerns about their child starting school.

Starting School

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 gradual manner, building up to full days over a short period of time. 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. The length of this induction is flexible and is led by the needs of the child, so that we can move on when each child is absolutely ready. 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.

Behaviour

We actively encourage children to take responsibility for themselves and others and understand their part in our school community.

The school operates a Restorative Practice approach to behaviour management. This means that we focus primarily on developing empathy so that children recognise and understand the impact that their choice of actions has had upon others. We regularly use praise and rewards to promote high self-esteem in our children. In each class, teachers celebrate the achievements of children for good attitudes, behaviour and work.

We have a Celebration Assembly every Friday. Teachers nominate children who deserve particular recognition for effort, attitude or work each week and they receive acknowledgement, which is also published to parents.

We just have three simple rules that operate throughout school. Our School Rules are to always be:

Kind

Fair

Safe

All staff, including Midday Supervisors and Teaching Assistants, are involved in promoting the good behaviour of children at all times.

Should children make poor behavioural choices we deal with these fairly and consistently, and may impose sanctions. We give warnings to children who behave inappropriately. If children continue to make poor choices, we inform parents quickly so that action can be taken. By parents and teachers working together most issues can be resolved quickly in partnership together.

We also have an Anti-Bullying Policy and we take a strong stance against bullying. Instances of bullying are very rare. It is very important that children and parents let us know immediately if they think that bullying may be happening and we will act swiftly.



Pastoral Care

The Executive Headteacher, senior leaders, class teachers and non-teaching staff try to establish a caring relationship with each child in an atmosphere that is both friendly and supportive.

You are always welcome in school to visit or discuss any matters that give rise for concern. Every parent is welcome to discuss any aspect of his or her child's progress with either the class teacher or headteacher. Such conversations take place in strict confidence at a mutually convenient time.

Early Years

In their first year in Willow Class, children follow the statutory Early Years Foundation Stage framework. This is the first stage of our whole curriculum. The seven 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 gateway into the National Curriculum Key Stage programme of study. The statutory Early Years Foundation Stage framework is organised into Prime and Specific areas of learning.

The three Prime areas are:

- communication and language development;
- physical development; and
- personal, social and emotional development.

The Specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design

The Foundation Stage offers early learning goals within all these areas and establishes expectations for most children to reach by the end of the Foundation Stage Year.

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

During the school day children are expected to participate in a variety of activities to develop the areas of learning. Initially, these are taught through practical, first-hand experiences which children find stimulating and enjoyable.

We teach a play-based curriculum throughout the day for children in Willow class. This enables them to learn through exploration and investigation, with adult input to provide necessary support and challenge.

Reading – Foundation Stage

Reading and talking go together and it is important that you talk with your child. Talk about what you are doing when watching T.V., shopping or wherever you go. Listen to your child. Encourage him/her to ask questions and give an answer.

While reading to your child, discussing the story and illustrations together is good fun and establishes some early reading skills. We have a booklet in school, 'Reading at Home', which offers some helpful hints and ideas.

Numbers – Foundation Stage

Practical experience will help your child better than doing sums. When out of the house, draw your child's attention to the numbers around, such as those on doors and in shops.

Playing with water and sand and using vocabulary like 'full', 'empty', 'deep', 'shallow', 'sink' and 'float' helps to develop an understanding of volume and capacity.

Sorting and tidying, including putting things back where they belong, is another useful activity. Use words like 'big', 'little', 'over', 'under', 'up', 'down', 'tall', 'taller', 'thick', 'thin'. Try to develop an understanding of these concepts.

Writing – Foundation Stage

Encourage your children to draw, trace and colour pictures, as they will develop the control needed to write. Most children will enjoy using letters before they start school. At this stage the sound the letter makes is more important than its name. We do not start with capital letters and we introduce a joined cursive script from a very early stage. Please ask at school for a Handwriting Script so that school and home can work together to support children's early writing experiences. Please ask for any help or advice on helping your child at home.

How can you help your child before entry to school?

We expect children to be able to:

Take themselves to the toilet.

Be toilet trained and to have been taught to wash their hands afterwards.

Dress and undress themselves.

Fasten and unfasten buttons, shoes etc.

Use a knife and fork.



The School Curriculum

The Curriculum is what we do in school. We believe that your child is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum. The National Curriculum is the minimum entitlement in all schools, and our multi-academy trust adheres to the National Curriculum. Here at Saxton we build on this basic structure and enhance it to make learning fun.

We believe very strongly that children learn best when they are happy and when they are fully involved in the learning process. This means that we plan our curriculum carefully to provide lessons which are stimulating and enjoyable.

Our curriculum aims are to construct learning sequences that enable pupils 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.

Even though we are an academy, we follow the programmes of study in the National Curriculum. We also use the Yorkshire Learning Trust curriculum to ensure that pitch and expectations are aligned with other schools, and children receive their full entitlement to a broad body of knowledge. We place particular importance upon the development of basic skills and knowledge

in English, maths and science. As a church school, we also emphasise the importance of R.E. Our curriculum follows a 2-year rolling programme. This means that teachers organise their planning in blocks of two years so that pupils are taught essential skills and knowledge throughout the two years regardless of the year group they are in. This helps us to ensure that all children receive their full curriculum entitlement.

We use a variety of teaching methods. These include whole class, group and individual teaching. We make realistic links between subjects to provide meaningful learning experiences for all children.

We are forward thinking and we always have areas of school life that we wish to develop. We strive to achieve consistently outstanding teaching in every class and constantly review the ways we work and develop new approaches.



Teachers plan carefully to meet the learning needs of all the children in their classes, differentiating work for children with special educational needs and the more able children.

You will be invited to discuss your child's progress with teachers during Learning Review meetings twice each year, in the Autumn and Spring Terms. Progress is also summarised in your child's annual report at the end of the Summer term.

English

English is a core subject and we give it very high priority in our school. We aim to develop in children a love of books and the written language and an ability to appreciate and use reading and writing skills in all areas of life.

English is taught every day as a subject and within other subjects.

Children are taught to listen carefully to stories, instructions and messages. They also convey their ideas in written and verbal form. They develop confidence in speaking by discussing their experiences with their teacher and classmates or by taking part in drama, presentations and talks.

Reading is a fundamentally important life skill, and is developed discreetly and as part of wider curriculum work in every class. We have a planned programme for teaching reading that forms part of our core timetable, and a team of parents read with children in school every day. We also request that children read frequently at home to refine their skills and develop a love of books.

Handwriting is taught as a specific skill and we use a cursive script.

Spelling, grammar and punctuation are considered as important aspects of learning to communicate clearly and accurately. The acquisition of such skills is often rooted in the writing children do to convey their own ideas, emotions and experience.

Mathematics

Maths is taught as a daily lesson in every class in which children are taught according to their age and ability. This enables children to understand mathematical ideas developing mental maths skills and problem-solving strategies in a highly motivating and stimulating way so that they can master concepts and apply them in different contexts.

Maths is probably taught very differently from the way that you were taught! The way that we teach calculations and number is published in the calculations policy which can be found on our website. If you have any questions, please ask.

Science

We use a range of approaches to teaching science and your child will be involved in experimental and investigative activities. The children work through science 'topics' which provide full coverage of the National Curriculum.

R.E.

Saxton School is principally involved with the development of the whole child and Religious Education makes a distinct contribution to this development. We follow the agreed North Yorkshire local syllabus for RE. Although education is concerned with spiritual, moral, cultural, mental, and physical development, Religious Education equips your child with the ability to make sense of the world around him and how to relate to it. It also helps him/her to explore his/her personal experiences, feelings and beliefs, and the questions that arise through these.

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.

Physical Education (P.E.)

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 are fortunate to have an extensive outdoor space and use this fully in the delivery of PE. We try to teach outdoors throughout the year, and children enjoy the benefits of fresh air and exercise. As a small school, we have little in the way of gymnastics equipment and no gymnasium. We do, however, have a very good relationship with the Village Hall, who store some equipment for us so that we can teach key elements of the PE curriculum in a local setting.

We want our children to experience a range of sporting activities and make the use of both indoor and outdoor space in our teaching. We make every effort to ensure all children experience competition against teams from other schools, and we enter a large number of tournaments and festivals. We pride ourselves on our approach to sport and the fostering of proper attitudes of comradeship and fair play.

Swimming

Access to swimming provision is quite limited, and the distance involved in travelling to a pool impacts upon other areas of the curriculum. We try to teach swimming to pupils during Key Stage 2 so that by the end of Year 6 they achieve the minimum standards of the National Curriculum. We employ specialist teachers to do this, and may ask parents to make a weekly voluntary contribution towards the cost of transport and the use of the swimming pool. If sufficient numbers of pupils already meet the standard, we do not teach swimming to whole classes as part of our PE provision.



Computing

We teach computing both as an independent subject and within other subject areas. We teach your child to use and understand computers, videos, cameras and other forms of technology. Most of our devices use Google Chrome and all children have their own Google account which is used to access and store work.

Computing is concerned with programming and handling of information. Children will be involved in creating, organising, processing, presenting and communicating information and controlling the operation of machines and other devices.

All classes have access to portable technology so that computing can be integrated into everyday classroom practice.

Modern Foreign Languages

Language teaching is incorporated into our timetable throughout Key Stage 2, as children receive specific lessons in French every week. Your child will learn vocabulary and conversational skills so that they confidently understand key features of the language and culture.

History, Geography, Art, Design and Technology, and Music

These are the other subject areas of the National Curriculum. We plan and deliver lessons in each of these throughout the school so that children progressively develop the knowledge and skills required to meet the agreed national standard. Often, subjects will be taught through cross-curricular themes, or in discreet specialist lessons if appropriate.

Spiritual & Moral education

Spiritual & 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 ideas 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.

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).

At Saxton School we believe that all children, including those with special educational needs, should have equal opportunities to develop intellectually, spiritually, socially, physically and culturally.

We have a policy of inclusion which means that we aim to meet the needs of all children in the school by providing the physical means to access the curriculum e.g. wheelchair access, as well as differentiated learning activities designed to meet the educational needs of the individual. The school follows the SEN Code of Practice 2015.

All children who have additional support with their learning have a support plan (My Support Plan) which details the specific strategies that will be used in order to meet short-term learning targets. These are reviewed in partnership with parents at regular intervals.

All teachers have responsibility for the implementation of support plans and helping children with special educational needs. The school SENDCo and SEN governor regularly monitor and evaluate the effectiveness of this work.

We have excellent links with the external services that support children’s learning, and use these regularly for advice, guidance and assessment of need. We hope to identify special needs early in order to provide the best educational opportunities for all children.

Further information about the policy and provision of special educational needs is available on our website.



Sex & Relationships 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 on Relationships and Sex Education (RSE) that has been drawn up in consultation with staff, Governors, LA advisers, the Community Health Service and parents. This policy is available on our website for parents to read.

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. Sex & Relationships Education is taught specifically to older children, but also in very general terms through health and science related topics and incidentally in a variety of ways throughout the curriculum. In Years 5 and 6 the teachers talk to the children about puberty and the girls have a talk on menstruation. Parents are informed before these talks take place and are able to discuss the content with the teacher if they so wish.

Health professionals and the schools' Family Support Worker work with staff to deliver the full programme for health education

Parents have the right to withdraw their child from Sex Education.

Homework

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.

Children may be asked to complete a piece of work related to a theme being studied.

Complete a piece of literacy or numeracy work.



Statutory Assessment

Statutory Assessments take place at the end of EYFS (Early Learning Goals), in Year 1 (Phonics screening check), Year 4 (Multiplication Tables Check) and at the end of Key Stage 2 (SATs at age 11). We also informally assess the progress of your child at regular intervals during the year in all classes to ensure that your child's learning needs are fully met.

The KS2 SATS take place in May each year. We try to ensure that the children are happy and confident during this time and we do not put any pressure on them. We hope that parents will also be very relaxed about any form of testing in our school and discuss any issues or concerns with us.

We are very proud of the high standards achieved by the children and our results in the National Tests have been outstanding. Results do vary slightly from year to year due to the different cohorts of children, although we remain significantly above the national average and similar schools in all age phases. For the last two years, 100% have attained at least the expected standard in every subject.

The achievement of every child at every level is important to us. That every child makes good progress matters more than the levels they achieve.

Safeguarding

Saxton Church of England Primary School takes safeguarding extremely seriously, and we are committed to ensuring the welfare and safety of all children in school at all times. All Yorkshire Learning Trust schools, including Saxton School, follow the North Yorkshire Safeguarding Children Board procedures. Any concerns should be referred to the Designated Safeguarding Lead (DSL). The school will, in most circumstances, endeavour to discuss all concerns with parents about their children, and may involve outside agencies such as Early Help, Children Social Care or the Police if necessary. The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection and safeguarding policy is available on our website.



Extra-curricular activities

We try to host extra-curricular activities after school for children. These vary in nature and duration during each term, but will normally take place from 3.30pm – 4.30pm. There may be a charge for these activities as they take place outside the school day.

Charging for School Activities

We charge for activities that take place outside the timetabled curriculum. For educational visits taking place within the school day a voluntary contribution may be requested. If insufficient contributions are made the visit may not go ahead. No child will be excluded from the visit because they have not made a contribution. Details of our charging policy can be found on the school website.

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 uniform

We have a school uniform which we encourage all children to adhere to.

School uniform helps children to feel a part of our community of which they can be proud.

We want you to have the freedom to shop around and find the best value, so we do not specify manufacturer or supplier. We can, though, provide access to a supplier of school wear printed with the school logo if you would like. Details will be sent in advance, including to parents of those children starting school in September.

It is important that all belongings are clearly named.

The uniform is:

Grey trousers or skirts/ pinafores

Navy sweatshirts (plain or school logo are acceptable)

White, navy or gold shirts/blouses (Polo shirts are acceptable alternatives to conventional shirts) (plain or school logo are acceptable)

White or grey socks

Black or brown shoes (trainers are not acceptable).

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. Children should come to school in their uniform and get changed into their PE kit when they need to. For this reason, we suggest that PE kits are brought to school every Monday and taken home for washing on Friday. All PE kit should be brought to school in a named PE bag which will be provided by school.

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.

School meals

At lunchtime, children are able to order a school meal (either the hot meal of the day, a filled jacket potato, or a sandwich and vegetables) or bring a packed lunch. All children eat in the school hall from mid-day onwards in two sittings, usually FS & KS1 children on first sitting from 12:00pm -12.30pm and KS2 pupils from 12.30-1pm. The school dinner is cooked on the premises and meets the School Food Standards. We cater for vegetarians and if your child is a vegetarian, please notify the school office. School meals are free for EYFS/KS1 children, and can be purchased for children in KS2. School lunches should be paid using Parent Pay (information from the school office).



Midday Supervisors supervise the children during lunch break, both in the hall and at play.

Families on low income may be eligible for free school meals and the Pupil Premium, which is additional funding to support children in their learning. Full details are available through the School Office.

Staff team

Senior Leadership

Executive Headteacher: Mr R Weights

Deputy Headteacher): Mr B Clayton

Assistant Headteacher (Inclusion) & SENCo: Mrs D Starr (based at Monk Fryston School)

EYFS and KS1 (Years 1 & 2) (Willow Class):

Class Teacher: Mrs Thirsk

Teaching Assistants: Mrs Dearden, Mrs Goodrick

KS2 (Years 3/4/5/6) (Maple Class):

Class Teacher: Mrs Heneachon

Teaching Assistant: Ms Plant

Our Higher Level Teaching Assistant is Mrs Goodrick. She is a qualified teacher and takes responsibility for classes when teachers have time for planning, preparation and assessment.

Office Administrator: Mrs Holmes

Kitchen Assistant: Mrs Roberts

Midday Supervisors: Mrs Dearden and Mrs Pollard

Governors

Monk Fryston & Saxton CE Primary Schools Governing Body consists of:	
Chair: Mr N Gemlo	Vice Chair: Mr R Milner
Executive Headteacher: Mr R Weights	Miss H Lillywhite
Mrs L Turner	Rector (Ex Officio): Mr P Roberts
Dr M Dyer	Mrs S Miles
Mr D Foreman	Mr T Willan



Times of the school day

9.00 am – 12.00 noon

1.00 pm – 3.30 pm

The doors open at 8.50am, when children will be able to come into school in a calm manner and undertake learning activities before school starts at 9.00 am.

Children should not arrive before 8.45 am. Teachers use the time before school to prepare for lessons and do not supervise children in the classrooms. 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.

Children have a supervised break of 15 minutes in the morning. Children may not leave the school premises during the day without the written consent of parents.

It is very important that children are punctual and attend regularly. Parents of children not present at the close of registers will be contacted immediately to ensure their child is safe.

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.

Children should attend school for the full academic year and absences will only be granted in exceptional circumstances following strict criteria. Under current Dept for Education legislation, headteachers are not allowed to authorise any holiday taken during term time.

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 by telephone or leave an answer-phone message by 9.00am on the first day of absence.

We understand that children will sometimes need to attend medical appointments during the school day. 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.

Medicines

If your child is well enough to attend school but requires prescribed medicines, we would prefer that a member of the family comes into school to give medicine. In certain circumstances we will administer prescribed medicines providing we receive a signed letter detailing dosage and frequency and a labelled container. Without these, medicine will not be administered. Medicines must always be handed in and collected from the school office each day. We are only able to administer over-the-counter medication when it is essential to do so and where not to do so would be detrimental to a child's health.

School Nurse

Members of the Healthy Child Team are regular visitors to school. Besides routine weight, hearing and vision checks they may also carry out vaccinations. We will always inform you before they visit.

Communication

We are a paperless and cashless school. We endeavour to communicate with all members of our community through the use of our website, email and text messages. This supports our environmental and financial aims, and helps to ensure that we can maintain regular and effective communication. We try to send key information to parents every Friday. We also use social media: Facebook: Saxton C E Primary School.

We subscribe to Parent Pay to handle all financial transactions including dinner monies and trip contributions. The school office ensures all parents are set up on this system. The office makes alternative arrangements for families who do not have internet access.



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 important resources, such as a class set of Chromebooks so that children have access to digital technology to support their learning.

FOSS meets a couple of times each term, usually in school. The meetings start at 7.30pm and 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.

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.

