



# Every Child Matters at



# Layfield Primary School

*Prospectus*

[www.layfieldprimary.org.uk](http://www.layfieldprimary.org.uk)



# Layfield Primary School



**School Address:**

**Layfield Primary School,  
Everingham Road,  
Yarm,  
Stockton-on-Tees.  
TS15 9TF**

**Telephone Number:**

**01642 786153**

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**01642 783281**

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**[info@layfield.org.uk](mailto:info@layfield.org.uk)**

**Website:**

**<https://www.layfieldprimary.org.uk/>**

## \* **School's Ethos and Values**

**Layfield Primary School is about children: every child matters at our school. Our shared aims are:**

- We are passionate about learning at Layfield Primary School – and we aim for our children to share our passion!
- Children and adults work together, as a team, and together, they achieve their very best – whether it is academic or pastoral.
- Children and adults work hard to celebrate all successes – failures are seen as an opportunity to “have another go!”
- All Staff strive to consistently offer great lessons that are both challenging and stimulating.
- Children are expected to take an active role in their education – to participate fully in target setting, working towards agreed goals and celebrating when those targets are achieved.
- We aim to create an exciting learning environment which is fully inclusive, where anyone, regardless of age, gender, race and religion is supported fully.
- We strive to work closely with parents as we firmly believe that team work is the most effective way forward.



Layfield Primary School recognises international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC) and are working towards our Rights Respecting Schools Award. Please see our website for further information.



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Layfield Primary School is a School of Sanctuary and are committed to being a safe and welcoming place for those seeking sanctuary. We help our pupils, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. We are proud to be a place of safety and inclusion for all.



## \* General Information about our school

Layfield Primary School is a maintained school for boys and girls between the ages of three and eleven years.

Our number on roll (Nursery to Year 6) is just over 220. Our Nursery offers 26 places on a morning and afternoon, and our other classes (Reception to Year 6) offer places to 27 pupils in each year group.

We are an academy and part of The 1590 Trust, which is a group of like minded schools in the Stockton area. Find out more information about the trust [here](#).

## School Times

Nursery (Morning Session)	08:45 - 11:45
Nursery (Afternoon Session)	12:30 – 15:30

School begins at 09:00. Lunchtime for Key Stage 1 and Reception is at 11:45 – 12:30 and for Key Stage 2 at 12:00 – 12:45. The school day finishes at 15:30.

## Class Organisation



Layfield Primary School has a **Foundation Stage Unit** which provides for Lower Foundation and Upper Foundation years – Nursery and Reception. Visits are organised to ensure that children starting Lower Foundation have a smooth induction. Great care is also taken to provide an easy path from part-time to full time education. Staff seek to ensure that the needs of both parents and our very young children are met. If you have any queries or questions, please contact either staff or the school office where we will be pleased to help you.

**Key Stage One** covers Years One and Two. As they mature, children in are gradually expected to engage in more formal learning experiences. Parents are actively welcomed to come and talk to staff with regard to their child's progress. At the end of Year 1, there is a Phonics Screening Check and at the end of KS1, children complete





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their Y2 Teacher Assessments supported by SAT's (Standardised Assessment Tests).



**Key Stage Two** covers Years Three, Four, Five and Six. Literacy and Numeracy are generally taught on a morning, with the other (Foundation) subjects being taught on an afternoon. In Year 4, children complete a Multiplication Tables Check. At the end of Year 6, children complete their Y6 Teacher Assessments and SAT's.

## \* The People in Our School

<b>Head Teacher:</b>	Mrs H. Owen
<b>Chair of Governors:</b>	Mrs C. Moore
<b>Senior Leadership Team:</b>	
<b>Deputy Head Teacher</b>	Mrs J. Smith
<b>Key Stage Leader</b>	Mrs C. Bollands
<b>Administration Team:</b>	Mrs L. Williams Mrs H. Chantrell (Cover - Mrs T. Hare)
<b>Teachers:</b>	
<b>Nursery:</b>	Mrs S. Norman Mrs V. Eccles (Cover – Mrs J. Beecher)
<b>Reception:</b>	Mrs J. Smith
<b>Year 1:</b>	Mrs C. Williams
<b>Year 2:</b>	Miss L. McCarthy
<b>Year 3:</b>	Mrs C. Teasdale
<b>Year 4:</b>	Mrs C. Bollands
<b>Year 5</b>	Mr L. Barker
<b>Year 6</b>	Miss S. Spence
<b>Attendance Manager:</b>	Mrs J. Clemenson
<b>Teaching Assistants:</b>	Mrs J. Clemenson (TA Co-ordinator) Mrs H. Burns Miss C. Pooley Mrs E. Graham Mrs K. Newbould Mrs J. Hodgson Miss R. Bailey



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Mrs M. Best  
Mrs J. McHugh  
Mrs K. Edon  
Mrs L. Redhead  
Mrs T. Penn

**Cleaning Staff:**

Middlesbrough Council

**Caretaker:**

Mr D. Underwood

**Kitchen Staff:**

Mrs D. Thompson  
Mrs J. Overty  
Mrs E. Medd

**Lunchtime Supervisors:**

Miss J. Bell

Mrs E. Hodgson

## \* The Curriculum



At Layfield Primary School we believe that all pupils have equal rights to education and strive to provide an environment where access for all is paramount. We provide for the additional needs of disabled pupils and for those who have special educational needs. We are committed to providing best inclusive practice and aim to identify and eliminate barriers for pupils with disabilities. These include aspects of the physical environment, the provision of auxiliary aids and services, teaching and learning practices, the curriculum, staff training, the culture and ethos of the school and the provision of information.

Learning is skill-based and centred on the child. Teachers ensure that all learning takes place in a meaningful context and encourage children to take an active role in order to become a "learner for life". We follow the outline of the National Curriculum (starting with the Early Learning Goals in Foundation Stage which leads onto the National Strategies for Literacy and Numeracy), but tailor it to our children using the Cornerstones Curriculum as a planning tool. Staff use Learning Projects to plan activities that build skills and develop knowledge and understanding.



If you would like more details of any of the Learning Projects, please refer to our website or come and talk to the staff in school who would be delighted to help you. Below are some specific areas that parents often like to know more about:



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## Educational Visits

Throughout the year children will be taken on educational visits to broaden their experiences. In order to finance such visits and activities it is often necessary to ask for a voluntary contribution from parents to cover costs of transport, insurance and entrance charges etc. No child is ever excluded from a trip but the school reserves the right to cancel events should insufficient contributions be received.



## Relationships and Sex Education

In line with government guidance and our own Relationships and Sex Education Policy, the development of friendships and positive relationships is the focus of learning. Sex education is taught in the last two years of the Primary School, with the support of our School Nurse. As a parent you have the right to withdraw your child from all or part of Sex Education apart from those elements required as a part of the National Curriculum orders for Science. If you feel this is necessary please arrange to discuss this with the Headteacher.

## Extra-Curricular Activities

These vary according to season or particular interests, but may include:

Gardening  
Football

Bushcraft  
Multi-sports

Musical Theatre  
Dance

Gymnastics

Parents will be informed of all extra-curricular activities as and when they are arranged.

## Religious Education

Religious Education is provided in the school within the framework of the Authority's Agreed Syllabus, in accordance with the Education Act. Parents have the right to withdraw their children from religious worship or instruction. Should you wish to exercise this right, please discuss the matter with the Head Teacher so that other arrangements may be made.

## \* Policies

## **Complaints Procedure**

In the first instance the concern should be raised with the class teacher and the next step would be the Head Teacher. Where the issue is not resolved a formal complaint may, if appropriate, be referred to the governing body. Please refer to our Complaints Policy, available upon request from the school office, or from our website: [www.layfieldprimary.org.uk](http://www.layfieldprimary.org.uk)

## **Safety and Security**

The health, safety and well-being of the pupils at our school is of paramount importance. Keeping children safe is a huge area of our work and includes having secure policies and procedures site in relation to security, behaviour management, e-safety, Child Protection, healthy dinners, attendance, educational visits, etc. Many of these policies can be viewed on our website. If there is any specific information that you require, please don't hesitate to ask.



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Should you have any concerns about a child's well-being, please speak to a member of staff immediately. The Designated Person in our school is Mrs Owen who is responsible for all aspects of safeguarding.

## Special Educational Needs Policy

We employ many different strategies to enable the children within our school to develop their abilities to the full. Provision for more intensive work for gifted children is available. When necessary, extra help and support are available for children with special needs to fulfil the educational requirements of the individual child. Where a teacher feels that a child may benefit by involving the L.A.'s Support Services, the parents will be consulted in the first instance and then kept fully informed of developments.

If concern is expressed about a child's development by anyone (a teacher or parent for example) then the child may be referred to the SENCo (Special Educational Needs Coordinator), Mrs Smith. Then, if after consultation with parents/guardians, the Head Teacher and any other teachers who know the child well, it is felt that the concern is justified, then the child is placed on the Special Educational Needs (SEN) Register and development is monitored. The fact that a child is placed on the Register should be no cause for alarm. The time spent on the Register could be quite short and each child's case is reviewed regularly to decide whether or not they should remain on it.

Pupils with additional needs are supported by the class teacher and other staff by high quality teaching targeted at their area of need. Where progress continues to be less than expected, extra teaching or other rigorous interventions designed to secure better progress, are put in place.

Sometimes other professionals will be called on to give specialist advice and, in some cases, specialist teachers may offer support for individual children or groups of children.

The next stage of the Code of Practice is where the L.A. carries out a statutory assessment of a child's needs, which may result in an Education, Health and Care Plan. This is a legal document that describes the child's needs and how those needs will be met. However, most children will not need an Education, Health and Care Plan and their needs will be funded by school. (Further information is available from Mrs Smith).

## \* The Building



The school is a single storey building with lovely grounds and a spacious and well-equipped playground that includes large playing fields surrounding the site. The school has had huge investment over recent years to provide a new, award-winning, eco-friendly building at the front of the school. This houses the purpose-built Foundation Stage area (for our Nursery and Reception children) along with Day Care and Out of School Club. Both parts have Early Year designed gardens where children can explore and learn safely.

Other activities such as Stay and Play, Healthy Baby Clinic, Breast Feeding Clinic, day childcare and before and after school care for all





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primary aged children. Up-dated information is always available from the office at the front of the school.



There are flexible teaching areas that are accessible for all children, according to their needs. Children in the Foundation Stage (aged three to five) are able to work where activities suit their stage of development. There are seven teaching areas in the main building, plus a large, well-resourced library, containing a wide range of fiction and non-fiction material.

We see the confident use of computers as an important life skill. We use computers and a huge range of soft ware to enhance learning opportunities across all subjects. Each classroom has an interactive whiteboard which allows teachers to use (and interact with) electronic programs and the internet. Laptops and tablets are used in classrooms to support learning.



We have a large hall that is used for assemblies, PE and other activities. After school it is used by clubs, but we also lease the space to other interested groups and for community use.

School meals are cooked on site and children eat in our beautiful dining area. Art work in this area includes a large mosaic depicting special features of the town of Yarm, whilst paintings of the high street and buildings add dramatic splashes of colour to the space.

## \* Admissions

### Main School

The Local Authority (LA) is the admissions authority for our school. For entry to reception, all parents have to fill in a Common Application Form, which has to be returned to the LA. If a school is oversubscribed the LA have an Admissions Policy that will tell you how places will be allocated. You can get more information by ringing the School Admissions Section on 01642 526605 or by going on to the internet and accessing the Stockton on Tees website <https://www.stockton.gov.uk/children-and-young-people/schools/school-admissions-and-transfers/>

Places in our Nursery are limited to 26 in N1 (aged 3-4) and 26 in N2 (aged 4-5). Should our Nursery become oversubscribed, pre-school places may be available in the Children's Centre. Parents are advised to speak to Nursery or school office staff about our waiting list at the earliest opportunity. Please note that if your child has a place in our nursery, it does not guarantee a place in our Reception class, and you will need to fill in a form the same as everyone else. Our Pupil Admission Number (PAN) is 27 – this means that we can only admit 27 children to each year group.



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## Lower Foundation Stage (Nursery)



Children are able to begin Nursery as soon as they are three years old. Nursery is the beginning of Foundation Stage. It is important that time is planned for home and induction visits so that the transition is smooth. Please contact school if you would like your child to attend our Nursery. It is never too early to put their name on the lists – it certainly helps us with our planning.

### \* Reporting your child's progress

We work closely with all parents, seeking to establish good partnerships from your first contact with our school and your child's very first day. If parents would like to talk to their child's teacher or the head teacher, they only need to phone the school or contact the class teacher. We also hold twice-yearly consultations where progress is discussed: appointment sheets are put up in the school entrance in order that parents can make appointment times to suit them best.

Parents are invited to school in autumn and spring terms to discuss progress and learning with the class teacher. Written reports are sent out to parents during the summer term. These aim to summarise the year and include individual targets for further development. The report covers progress in each of the National Curriculum subjects, attitudes to work (and homework for older children) and attendance figures. The report for Nursery children is an overview of how your child has settled into the class and is making progress against the areas of learning.

### \* Formal testing

Children in Nursery are assessed against age related attainment statements. These are used to track development in the six areas of learning and include communication skills and the ability to interact with other children.

Children in Reception are provided with a statement of their progress in the Foundation Stage at the end of the summer term, this is known as the Foundation Stage Profile.

In Year 1, children's reading is tested using a phonics based assessment called a Phonics Screening Check. Parents are informed of the outcome of these checks.

In Year 2 (at the end of Key Stage 1) children are formally tested. These tests support teachers assessments. These assessment results are reported to parents.



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In Year 4, children's knowledge of times tables is checked using a formal test. This is called the Multiplication Tables Check. The test is administered electronically and the results are collected by the DFE.

Parents of children Year 6 receive information regarding their child's performance in the Standard Assessment Tasks (SATs) and the year group's overall results. The SAT's are national assessments and the results are published. The Year 6 SAT's results will provide the targets through Years 7 and 8.

From Year 1 to Year 6, children are assessed by using on-going teacher assessments against age related statements. Attainment and progress is reported to parents each term at parent's evenings. For information about our most recent assessments, please look at our website.

## \* Attendance Rates

Our attendance target is 96.2%. This is in line with national averages. Attendance is closely monitored and several strategies are employed in school to encourage and to reward good attendance.

The school monitors attendance closely as we know that good attendance leads to good work habits and higher achievement.

The Attendance Policy is available from the school office on request, or from our website – <https://www.layfieldprimary.org.uk/>

## \* School Meals

Midday meals are provided from our own kitchen. Reception and Key Stage One children begin their lunch break at 11:45, and Key Stage Two children at 12:00.

School meals are popular – as is our school cook, Debbie. Children are encouraged to try new foods and stickers are issued generously! Meals are served on a cafeteria system. There is a multi-choice selection of first and second courses so far as is practicable and children have a rota to ensure a fair choice of meals.



All pupils in Reception Year 1 and Year 2 are eligible for a school meal that is paid for by the government under the current Universal Infant Free School Meal scheme. For pupils in Years 3-6, payment is made weekly on Monday or the first day of attendance in the week. The payment should be made using SchoolComms or via cash in a school meals dinner money envelope. The current charge is £2.30\* per meal. *\*correct at November 2019.*

For those children who bring packed lunches, we ask that healthy choices are made. Children who bring a packed lunch will be provided with a drink of water.

In order to assist the cook in the planning and provision of meals we ask that changes are made in advance and that the school is given half a weeks' notice.



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Lunchtime Supervisors and Teaching Assistants are employed to supervise children during the lunch break. Our Supervisors are valued members of our school team. They are included in our training programme and school improvement plan. Our Supervisors have a range of basic safeguarding training, including First Aid, and work closely with teachers to ensure that lunchtimes are safe and fun for everyone.

If children need to leave the school site at lunch time, individual arrangements must be made for the child to be collected /returned to school.

Those children whose parents are in certain benefits or have low incomes may qualify for a free school meal. If you think your child may be entitled to free meals, please contact the school or The Education Offices for further details and an application form. It is of benefit to the school if all parents whose children are eligible apply for free school meals even if they do not take them up. Children who have Free School Meals are not identifiable to the other children.

## \* Uniform



We value our school uniform as it ensures that children feel part of the Layfield team, look smart, and feel comfortable. In brief, our school uniform consists of:

- Grey trousers or skirt
- White shirt and school tie (available to order from school website)
- Burgundy sweatshirt, tank top or cardigan with grey stripes (available to order from school website)

For full details, please check the School Uniform section of the school website.

Other items such as book bags and fleece-lined rain jackets are also available to order from school with the school logo and your child's initials embroidered on. Embroidered uniform is available to order online at Elizabeth's Embroidery, alternatively order forms are available from the office.

All uniform should be clearly labelled with your child's name. We find most uniform that is brought in to the school office as lost property that has embroidered initials or have name labels are very soon returned to their rightful owners.

For PE, children need to have a change of clothes and safe shoes. PE tops are available from Elizabeth's Embroidery. Black shorts, leggings or jogging bottoms are available from most supermarkets. Plimsolls or trainers are required for indoor PE, whilst trainers are best for outdoor session. At given points, all children will take part in a Swimming programme – that is part of the National Curriculum. You will be notified of when this will be and guided to the appropriate equipment.

## \* Before and After School Care



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The Before and After School Club on site is run by "Action for Children". Their hours are from 07:30 -09:00 and 15:30 – 18:00. For further information regarding costs and place availability please contact the team on 01642 790826 or at the school office.

Alternatively information regarding other care facilities and childminder information can be sought from the Stockton Local Authority website: <https://www.stockton.gov.uk/children-and-young-people/childrens-centres-and-childcare/childcare/>

## \* Data Protection Act

Schools, local education authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, amongst other things, that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Authority (LA), to another school to which the pupil is transferring, to the Department for Education (DFE), and to Qualifications and Curriculum Authority (QCA) which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Department for Education** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. The DCSF will feed back to LA's and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government Departments or agencies strictly for statistical or research purposes.

There is a copy of the "Privacy Notice" available to read on the school website or copies can be obtained from the school office.

## \* Friends of Layfield Primary School

**A very warm welcome to our school!** This has been written by the Friends of Layfield Primary School group especially for you as a new family within our school community or for those who already have children in the school and are unaware of the work we have



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achieved. We hope the following will give you all the information you will need about the friends group which is becoming a big part of our school life.

If after having read it, you have any questions, please do get in touch with one of the committee members, or ask via your class teacher or at the school office.

**Why do we have a Friends of Layfield group?** We are very fortunate at our school to have a friends group which is an integral part of the school community and has been for a number of years. In it's time the group has raised many thousands which have been spent on improving the school grounds, equipment and resources to enhance our children's education and the facilities in school in general.

We are much more than just fundraising. The friends group exists to provide closer links between home and school and is an excellent way to bring staff, parents and friends together socially on support of the school working towards a common goal. And it's fun! Obviously, as in any organisation there are times when it's more 'challenging' but with the continued support of parents and staff we strive to succeed in our efforts.

All parents and members of the school community can get involved if they want to, even if they only have a small amount of time available.

Not all of our events are fundraisers, we have had various fun activities such as an Easter Egg Hunt for the children who enjoyed solving the clues and their small reward at the end!

## **How we raise money**

As in most schools, the majority of our funds are raised through the events that we run. Some of our most popular events are the summer and winter fairs. We have had sponsored events such as a sponsored run. We have printed calendars and tea towels with the children's art work on them and we have held fashion shows where the children modelled the clothing.

## **How we spend the money raised?**

Once money is raised from events the funds are banked straight away. It is at our committee meetings, that the decisions on how to spend the money are taken. Usually Mrs Owen (our head teacher) comes with a shopping list of items that the school would like to purchase, such as playground equipment, seating and in the main the funds are for the 'extras' not provided by the school budget.

We always endeavour to spend our funds in ways that will benefit ALL our children across all areas of the school and curriculum.

The money we raise is usually spent fairly quickly, that way, you can be sure that in supporting our school, your and everybody's child will feel the benefit. Of course there are times when we have a big project underway that we need to save money. However, whilst saving for these, we have still managed to find funds for smaller items thanks to the generous support of our parents.

## **How you can get involved?**



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There are lots of ways you can help and support your child through the friends group. Offering to help before events, or at other times during the year is so valuable - it really is a case of "many hands make light work". It doesn't matter if you can't help on a regular basis, or even if you can't come into school, there are always little jobs that can be done from home if you have half an hour to spare e.g. wrapping gifts, preparing raffle tickets etc. We really couldn't achieve what we do without the unseen army of help that exists in school. You can of course if you feel able, volunteer to be a committee member.

You can attend the AGM and give us your ideas for fundraising events- this is also the time to ask questions or voice your opinion. You can help by letting us know if you have any contacts or skills we could use - anything is valuable to us. We hope this information is useful and we look forward to meeting you in the near future.