

Appleton Wiske Community Primary School



Happy, Healthy and Productive



"Everyone at our school is very kind and friendly. We look after each other."



"We can do lots of sport and we take part in lots of events."



"Our school is loads of fun. There are lots of exciting things to do."

"I like our school because it is small and you get to know everyone."



Welcome to our School

www.appletonwiske.n-yorks.sch.uk

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Message from the Head Teacher

Welcome to our school, which is at the heart of Appleton Wiske village and surrounding areas. There is a vibrant family atmosphere at our school with a caring and inclusive ethos. We focus on the needs of each individual child and work together to meet those needs in an exciting and well-resourced learning environment.

Since my appointment as Head Teacher in September 2016, I have spent a good deal of time getting to know the families, pupils, staff, governors and members of the community in order to develop positive relationships across the school. It is essential that we build strong partnerships so that we may work together to meet the social, emotional, academic and personal needs of every child in our care.

We aim to provide the best possible education for your children and hope you will share our high expectations, particularly in behaviour and achievement. Our close collaboration with a range of neighbouring settings and skilled professionals ensures seamless care with adults who have a wealth of knowledge and understanding of children and their development and learning.

We look forward to working with you.

Neil Clark
Head Teacher



School Information

Name & Address: Appleton Wiske Community Primary School
Front Street
Appleton Wiske
Northallerton
DL6 2AA

Telephone: 01609 881398

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

Education Authority: North Yorkshire County Council

Head Teacher: Neil Clark

Chair of the Governing Body: Scott Wilson

Class Structure: Class 1—Reception/Year 1/Year 2
Class 2—Year 3/Year 4
Class 3—Year 5/Year 6

School Hours: 8:45am-3:15pm

Website: www.appletonwiske.n-yorks.sch.uk

Our school website is a key resource for important information. The following up to date information is available on our website:

- Dates for the current academic year
- School Curriculum
- Special Educational Needs and Disabilities
- Staffing and Governance
- School Policies
- Newsletters
- Before and After School Club
- Key Stage Results
- Pupil Premium Information
- Sport Premium Information

Our Vision and Intent

Our Vision

Our vision is for all of our children to be **Happy, Healthy and Productive** in a supportive environment which allows them to achieve their full potential. Through a deep and rich curriculum, pupils gain knowledge, develop skills and build resilience for the future. We are determined that every child will succeed.

Our Intent

- ✓ Provide a deep, rich and challenging curriculum for every pupil
- ✓ Prioritise reading and mathematics so that every pupil can access the full curriculum
- ✓ Develop resilience, independence and a growth mindset
- ✓ Embrace diversity through positive, caring and tolerant attitudes towards everyone regardless of background
- ✓ Prepare children for their lives beyond primary education



Working Together

We believe that a positive attitude and the ability to make appropriate choices are essential in preparing children for life and work. It is the aim of all staff to work towards the vision and values of the school, supporting the children in a positive climate of mutual respect. We work together to provide a warm, caring, well-ordered school community where every child feels safe and secure.

All children are allocated a team colour and are proud to be a member of their team during their time at Appleton Wiske. Children can collect team points throughout the week and the team with the most points wins the Team Point Trophy; this is displayed in the school hall. The children receive certificates for good work or for an outstanding contribution. These are presented in our celebration assembly on Friday afternoon, which is well attended by parents and carers.

Appleton Wiske Village and School Catchment Area

Appleton Wiske Village

Appleton Wiske is a historic village, incorporating a modern housing development. There is a thriving community spirit, and several on-going projects, which have provided a village hall, a minibus, playing fields, playground, tennis courts and a 5-a-side pitch.

Appleton Wiske is a small village with approximately 500 residents. It is 9 miles north of Northallerton and 6 miles from Yarm.

The primary school is situated on the southern outskirts of Appleton Wiske with an outlook over open fields. The school provides education for children from 4 to 11 years, after which the children transfer to secondary education.

The building, opened in 1983, has 3 classrooms, a library, hall, kitchen, staffroom, office, cloakrooms and entrance hall. There is also a wildlife area designed by the children and built by parents and volunteers. There are lots of opportunities to work outside, including a covered outside classroom and access to a local wood for Forest School sessions.

A large playing field provides plenty of opportunity for games and recreational activities. Paved areas and gardens surround the playgrounds. The Foundation Stage and Year 1 children have access to an excellent outdoor learning environment.

School Catchment Area

The School Catchment Area covers the villages of Appleton Wiske, East and West Rounton, Picton, East Harlsey and Ingleby Arncliffe. Children from Hornby, Deighton, Welbury and other surrounding areas also attend our school. The County Council organises coach transport for children living within catchment who are over 2 miles away.

School Organisation

We are a small village school and therefore work in mixed age groups. This allows flexible combinations of year groups dependent on the number on roll.



Admissions Procedure

North Yorkshire County Council's admission policy allows schools to admit in September any child who will be 5 during the academic year. It is the policy of the Governors of this school to admit at the beginning of the Autumn Term, all children who will be 5 during the school year.

We welcome children living outside the local area to the school but in the event of more applications being made than places available, usually 14 each year, the parents/carers of these children will need to apply through the Local Authority.

Children are admitted to school in the September after the school year (1st September-31st August) in which they become 4. Parents should apply for their child's place online via the NYCC website. The school also requires parents/carers to complete our admission forms which can be collected from the school office. Alternatively, contact the school office for guidance on the admissions process.

Prospective parents/carers and children are warmly invited to make an appointment to visit the school.

Parents/carers of reception children will be invited to a meeting in school during the term before admission. Also during the half term prior to entry children are invited to spend some time in the Foundation Stage Class and join in the activities. During the preliminary visit parents/carers and children may enjoy a school meal together. The Foundation Stage team will carry out transition visits to children in their Nursery placements and spend one session every week at the Pre-School in Appleton Wiske.

Starting School

We ensure children get the best possible start to their education in our excellent Foundation Stage classroom. The Foundation Stage team find out as much as possible about each child, relating to their experience in the home and community.

Young children express their feelings through structured play. The children are encouraged to explore and discover their world, developing new skills and building new relationships.

It would be very helpful if you could encourage your child to:

- ✓ Play co-operatively with other children
- ✓ Talk confidently with familiar adults
- ✓ Share and take turns with other children
- ✓ Follow simple instructions
- ✓ Ask lots of questions
- ✓ Concentrate on a task even if it becomes a little challenging
- ✓ Take off and put on their coat independently and dress themselves for PE

Attendance

Attendance

The government now classes a pupil as a persistent absentee if their attendance at school drops below 90%. For those children whose attendance drops below this level, parents/carers will be informed and discussions will take place in order to consider what steps are required in order to improve their child's attendance.

The Education Regulations state that applications for leave must be made in advance by a parent with whom the child lives and can only be authorised by the school in exceptional circumstances. Each application is considered individually by the school.

Illness

If a child is absent through sickness or a medical appointment, it is important that the school is notified on the day the child is absent. This allows the absence to be authorised.

Medicines

We administer prescribed medicines in school in line with the 'Guidance for Supporting Children and Young People with a Medical Need' (available on the school website).

A medication form must be completed before any prescribed medicines can be administered. Children with asthma should have an inhaler with them in school at all times. We will ensure that these inhalers are always readily available in their class.

School Uniform

Our school uniform comprises:

- ✓ Grey or Black Skirt/Trousers
- ✓ White Polo Shirt
- ✓ Red School Jumper
- ✓ Black Shoes

Shorts or Dresses may be worn in warmer weather



Children are expected to wear the following in PE lessons:

- ✓ Plain trainers/plimsolls
- ✓ Plain shorts
- ✓ Polo T-Shirt (Blue, Red or Yellow depending on the pupil's Team colour)

School Curriculum - Implementation and Impact

Implementation

The school's curriculum is coherently sequenced and ensures that every child is given appropriate opportunities to learn the necessary skills and knowledge in every subject.

In Reception, we follow the statutory framework for the Early Years Foundation Stage. The children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum that are equally important and inter-connected. These are the prime areas of Personal, Social and Emotional Development, Physical Development and Communication and Language; and the specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The EYFS curriculum is designed to develop key characteristics of effective learning. These are: Creating and Thinking Critically (allowing children to develop their own ideas, make links between ideas and develop strategies for doing things); Active Learning (allowing children to keep trying if they encounter difficulties and enjoy their achievements); and Playing and Exploring (allowing children to investigate and experience things and 'have a go'). Our EYFS curriculum is implemented through a mix of adult-led and child-initiated activities. The children's own interests and experiences are used to engage them in higher-level thinking and deeper learning. Child-initiated learning is valued and encouraged to ensure children are motivated and interested. Through observation and discussion, areas of need and next steps are identified for all children. We collaborate closely with parents to ensure our pupils' transition into school and learning throughout Reception is successful. This is achieved through transition activities, school events, home/school learning journeys, reading records, written reports, parent consultations and our open door policy.

In Key Stage 1 and Key Stage 2, we have developed a two-year long term plan which clearly maps out the National Curriculum objectives that will be learned. Our curriculum is implemented through cross-curricular themes which inspire and excite children about new learning opportunities. The themes are organised so that children start from a secure base of what they know and what is familiar and can confidently contribute to learning in the classroom. Themes are developed to look at our locality and beyond, including the wider world. Incorporated throughout our curriculum are Fundamental British Values (FBV), Social Emotional Aspects of Learning (SEAL) and Personal, Social, Health, Economic Education and Citizenship (PSHE & C), all of which are covered during whole school assemblies and in the classroom. There are also opportunities for children to develop these skills throughout the school in roles such as e-safety officers, playtime friends and the School Council. Whole class texts and novels are included in the long term plan and these link to the pupils' learning. Educational visits, which enhance the pupils' learning, are planned throughout the year for all pupils. We understand the importance of teacher knowledge and ensure that our staff receive effective training in specific curriculum subjects. Across the curriculum, we have staff who have expert knowledge and relevant experience in specific areas. For instance, pupils in Key Stage 2 receive weekly French lessons from a member of staff who is a languages specialist. Religious Education is taught discretely by a higher level teaching assistant and through cross-curricular links where possible. Pupils in Reception and Year 1 attend weekly Forest School Sessions, and our wildlife area is used throughout the year by all year groups for outdoor learning. All pupils in Year 5/6 receive weekly music lessons from a specialist teacher and learn to play an instrument. We also employ a sports specialist who delivers PE lessons and coaches the staff in order to develop their subject knowledge. Through effective

School Curriculum - Implementation and Impact

teaching and learning, we embed key concepts in pupils' long-term memories so that they can apply them fluently. In developing our curriculum, we have considered skills and knowledge retention and how these build over time. Pupils are assessed in all subjects and parents receive a written report at least twice a year, identifying their attainment and attitude in all areas.

Impact

- ✓The PE Gold Award has been achieved for four consecutive years. This demonstrates excellent participation in inter-school sport, high levels of participation in physical activity during the school day and a high number of young leaders.
- ✓Our qualified Forest School Leader delivers a high quality curriculum which has impacted positively on our pupils' confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.
- ✓We are a member of Music Mark and every pupil in Year 5/6 learns to play a musical instrument. This aids their ability to retain skills and knowledge and ensures that we have high quality music which has a positive impact on pupils' experiences and future opportunities.
- ✓Modern Languages is a strength of the school in Key Stage 2 and every pupil applies their oral French learning to written tasks.
- ✓Science receives a high profile as a core subject and pupils receive a full curriculum through timetabled weekly lessons. There is a broad range of exciting, dynamic and practical activities linked to the five types of scientific enquiry. Our pupils particularly enjoy this subject which is further enhanced by the school's wildlife area.
- ✓Children in EYFS get the best possible start to school life. The curriculum engages all children and ensures that they make good progress from their starting points. Ongoing assessment is integral to the learning process and observations inform next steps for children to develop into well-rounded individuals. EYFS pupils are ready for Key Stage 1 and have our school values embedded by the time they leave Reception, preparing them for future learning.
- ✓Investment in high quality phonics training, teaching, learning and resources has impacted on our pupils' language development, motivation and reading ability. Stimulating resources, including phonically decodable texts which are closely matched to ability, have enabled all learners to access phonics and become independent readers, allowing them to access the whole curriculum.
- ✓In writing tasks, our differentiated success criteria grids have ensured appropriate challenge for all abilities and high quality written work which is celebrated in weekly assemblies.
- ✓In mathematics, pupils' understanding, knowledge and skills are systematically deepened and built-upon year after year. Through strong curriculum planning towards mastery, pupils use mathematical language with confidence, are able to solve problems using a range of strategies and develop their independent learning.
- ✓We ensure that our pupils, including our most vulnerable learners, are closely tracked and monitored so that they achieve well and make good progress.
- ✓Our pupils learn to be valued citizens and important members of the local and wider community.

Curriculum Subjects

Please see the Curriculum section on our school website to find out about the intent, implementation and impact of individual subjects:

www.appletonwiske.n-yorks.sch.uk

Forest School and Wildlife Area

At our school all children have the opportunity to benefit from Forest School activities. On our school site and in the local environments we offer regular opportunities to achieve and develop confidence and self esteem through hands-on learning. Forest School provides challenging and enjoyable experiences across all areas of learning and development.

Collective Acts of Worship

In accordance with the Education Reform Act 1988 and the North Yorkshire Agreed Syllabus, children take part in a collective Act of Worship each day which is broadly Christian based. It also encourages children to be reflective and develop a spiritual awareness. Parents/carers may exercise their right to withdraw their child/children from these activities in respect of their own religious beliefs. Members of local church communities visit regularly to lead our worship.

Assessment

An Early Years Foundation Stage Profile is collated throughout the child's first year in school. This is based upon ongoing observational assessments. In Year 1, children's phonic skills are assessed during the summer term. In Year 4, children are assessed in the Multiplication Tables Check. In Year 2 and Year 6, children are required to carry out Standard Assessment Tasks in mathematics and English.

Assessment tasks and tests are given to children in Years 1 to 6 throughout the year. These tests, alongside ongoing teacher assessments, are used to track progress. They are also used to set targets for individuals and year groups. Records of attainment are kept on each child in school from Reception to Year 6. This allows teachers to monitor how much progress has been made and to meet the needs of individual children.

Special Educational Needs and Disabilities

The aim of the school is to ensure all children have equal opportunities to reach their potential regardless of their starting point by ensuring Quality First Teaching as a Universal Entitlement. Lessons are differentiated to ensure children are working at a level appropriate for them as individuals. Should a child be experiencing difficulties with learning or other aspects of school life, the class teacher will discuss them with parents.

Children who have Special Educational Needs or Disabilities are identified either on entry to the school or as early as possible during their education. Children on the SEND Register will have an Individual Provision Map which identifies their specific needs and outlines extra support which will be provided. For most children, any learning needs or issues will be dealt with by their teacher within class with a slightly differentiated curriculum to ensure good progress is made. For some children, a special programme may be drawn up to assist them with their specific difficulties and extra help or an intervention may aid them in making better progress. Parents will be involved in this process.

The school maintains strong links with Support Services such as Learning Support, Behavioural Support, Educational Psychologists, Speech Therapists, Visual and Hearing Impairment Services, Occupational Therapists and Physiotherapists. From time to time specialist advice is requested from these agencies with the consent of parents in order to support children fully within school. Children with Special Educational Needs or Disabilities follow the same balanced curriculum as other children. Great care is taken to ensure that their self-esteem is not damaged by the nature of their need and that they are confident in their ability.

Please see the school website for more information on SEND. Alternatively, make an appointment with the Head Teacher (Neil Clark) or SEND Co-ordinator (Karen Hainsworth).

Promoting British Values

British Values are defined as Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Different Beliefs. We promote these values through our own school values, curriculum and enrichment activities. We are very proud of the inclusive nature of our school and this reflects our TEAM ethos.

British Values are shared during a range of activities such as assemblies, circle time, with small groups of children and in whole class lessons.

There are opportunities for children to develop these values throughout school life, for example through the School Council.

Healthy School



We aim to promote all aspects of healthy living within school. Our pupils are encouraged to make the right choices towards leading a healthy lifestyle. Milk and fruit are available in school. Milk is free to all children under 5 after which parents can pay for milk. To apply for free school milk you need to apply online. Free fruit is provided by the government for all Foundation Stage, Year 1 and Year 2 children. The 'Friends of Appleton Wiske School' provide fruit for every child in Key Stage 2 on a daily basis. Research shows that drinking water during the day is beneficial to learning. Parents/Carers should provide their child with a water bottle, or purchase one from the school,

The 'Appleton Mile' and 'Wake Up Shake Up'

We start every day with ten minutes of exercise in order to prepare us for a day of learning. We alternate between the 'Appleton Mile' (6 laps of the school field or 12 laps of the playground) and 'Wake Up Shake Up' (high energy fitness led by our Year 5/6 pupils).

School Meals

School meals are prepared on the premises and represent a well-balanced diet, underpinned by the County Council's Healthy Eating Policy. Our meals are produced from fresh meat and poultry sourced from the region; fruit and vegetables are sourced regionally where possible using local suppliers; products are free from additives associated with health problems in young children; fats are free from hydrogenated oils.

The school operates a cashless system facilitated by the 'ParentPay' website, which allows parents to pay online for school meals. The system is secure and convenient. Lunchtime supervision is provided by our team of teaching assistants with support from other members of staff when necessary. School meals are free to all children in Reception and Key Stage 1, and they are encouraged to take up this entitlement.

Some children in Key Stage 2 may be entitled to free school meals depending on their family circumstances. Please see the school website for more information or make an appointment with the Head Teacher.

Child Protection and Safeguarding

It is important that every child feels safe and valued in school. External doors can only be opened from the outside by security code or magnetic swipe card. Visitors enter by the main entrance where they are asked to identify themselves before being allowed access to the building. They then sign a visitor book and wear a badge in school.

We are committed to ensuring the welfare and safety of all children in school. We follow the North Yorkshire Safeguarding Children Board's Child Protection Procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection Procedures).

The Designated Safeguarding Lead is Neil Clark. The Deputy Designated Safeguarding Lead is Bethany Rowling.

Behaviour

Praise and encouragement are used to reward appropriate behaviour. When there is a breakdown in discipline the child is made to understand that it is his/her behaviour that is unacceptable and not the child personally. An immediate checking of the unacceptable behaviour may be all that is necessary. Should unacceptable behaviour persist, the parents/carers will be invited to discuss the issue with the Head Teacher and Class Teacher.

Bullying can take many forms. It is the responsibility of the whole school community to tackle bullying by ensuring the development of a caring and supportive ethos. We have a duty to take measures to prevent all forms of bullying.

We:

- ✓ take all bullying problems seriously
- ✓ investigate all incidents thoroughly
- ✓ keep a written record of any incidents, investigations and outcomes
- ✓ ensure that action is taken to prevent further incidents.

Pupil Voice

We have a very active Pupil Voice at Appleton Wiske Community Primary School. The school Council meets on a regular basis to discuss issues brought to the meeting by both staff and pupils. The meetings allow the pupils to have a say in the management and organisation of the school. Each Year Group has two representatives on the School Council, selected by their peers through a democratic process. Year 5 and 6 pupils can also apply to be a Playtime Friend, E-Safety Officer, Road Safety Officer or a member of the Green Team.

Extra curricular activities

Before and After School Club

We offer wraparound care from 8:00am until 6:00pm. Our Breakfast Club runs from 8:00am until 8:35am. Children are provided with breakfast, such as toast, cereal and a drink. Our After School Club starts at 3:15pm and children have the option of staying until 4:15pm, 5:00pm or 6:00pm (5:00pm on a Friday). Snacks and drinks are provided. A variety of activities are on offer after school, such as cooking, arts/crafts, computers and sport. Please see the school website for current prices of our Before and After School Club.

Sport

The Small Schools' Cluster group organises matches and competitions in a variety of sports throughout the year and we participate in these events. They offer the opportunity to compete against a local cluster of schools and the children enjoy the opportunity to meet children from other small schools.

Educational Visits and Residential Courses

A valuable part of our curriculum includes taking children out of the school grounds to study other environments. This may range from a visit within walking distance, a day visit further afield or an extended residential stay. Most educational visits are linked to the children's school work, enhancing their learning through real-life experiences.

A residential course is organised each year for the Year 5 and 6 children. School staff accompany the children and share responsibility with the centre leaders for organising the outdoor programme, which includes walking, geographical studies, orienteering, map work, shelter building and canoeing.

Parent Consultations and Annual Reports

Parent Consultations

Our twice yearly consultations allow parents/carers to see their child's work and discuss progress with teachers. Parents/carers who have concerns about their child can make an appointment to speak to the Teacher or Head Teacher at a mutually convenient time throughout the year.

Annual Reports

Parents/carers receive a detailed written report about their child's progress in the summer term. Parents of children in Years 2 and 6 are informed of end of key stage results in English and mathematics. Parents of children in Year 1 are informed of the results of phonic testing. Parents of children in Year 4 are informed of the results of the Multiplication Tables Check.

Governing Body and Friends of the School

Governing Body

The Governing Body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Responsibilities include: setting targets for pupil achievement; managing the school's finances; ensuring pupils have access to a broad and balanced curriculum; reviewing staff performance and pay.

Friends of Appleton Wiske School

The school has a very active Friends Group which holds regular fundraising events and social events for parents and children. These include the Barn Dance, Easter Bunny Drive, May Fair and Summer Fair. Everyone is welcome to join the group which meets regularly to plan events. Funds raised help to provide additional resources and opportunities for the children such as playtime toys, the trim trail and educational visits.

We are looking forward to meeting you!

This prospectus provides useful information about our school. For further details and to view our policies, please visit our school website. We are a friendly and approachable school so if you have any queries, please do not hesitate to get in touch. We are always happy to show people around. If you would like to come and visit, please contact the school office.

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Putting children and families first