



School Brochure 2024

This brochure will provide you with some of the information you need about this school. You are very welcome to visit us, to talk to the staff and children, and to see them at work. This will give you a feel for the school and a clearer insight into Ellingham School life.

Telephone: 01665 589233 to arrange a convenient time.

We look forward to welcoming you and your family to the school and building a partnership with you to provide the best possible education for your children.

The information contained in this prospectus is correct at the time of production.

Introduction

We are a small, rural primary school in North Northumberland. We are only one mile from the A1, just outside of the village of Ellingham. We offer provision for pupils aged 2-11 years old.

The school has a committed team of teachers, support staff, governors and parents, who together strive to create the best possible learning environment for the children. A strength of our small school is that we can know, value and support each person as a unique individual.

Foundation

The school was established in 1857 "for the education of poor persons of the parish of Ellingham according to the principles of the Church of England." This provides the school with a sense of history, tradition and community with St Maurice's Church, Ellingham.

The school building has been extended and modernised over time. There are four classroom areas, a library, a recently built, external hall and a kitchen in which meals are freshly prepared and cooked. The grounds include a large school field with an outdoor learning Gazebo, play equipment, a raised-bed garden, an imaginative play space for Early Years children with 'The Den' outdoor classroom, a 'Peace Garden' and three hard play areas. We have Forest School provision, both in the church grounds and our onsite 'Ellingham Woodland'.

Ellingham is a small school with a warm welcoming atmosphere. The staff are experienced, well qualified and thoroughly committed to the education of the children in their care. Parents are encouraged to take an active part in the school in a variety of ways.

To find out more about our school you can visit our website at www.ellingham.northumberland.sch.uk where you can see examples of our activities and work, plus more information about us.

Vision and Values

'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be.

This is founded in the teachings of Jesus:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Mission

- * We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.
- * To live well together with community and church, so that all can flourish.
- * To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
- * As a small school, to know, value and support each person as a unique individual of inherent worth.
- * To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.
- * To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

In Ellingham School, we aim to live through the following values which reflect our Christian vision:

Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom

What others think of the school.

Quotations from our Ofsted report 2023:

"Ellingham Church of England Aided Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now."

"The school motto of 'Small School, Big Heart' sums up the nurturing environment that leaders create at Ellingham Primary School." They identified that this is borne out in the rich curriculum, which develops pupils both socially and academically. "Leaders have constructed a very ambitious curriculum for all pupils, starting from early years." "Children in the early years thrive. They are visibly happy in school."

Additional quotes: "It is difficult to think where you would find a better school. Ellingham is outstanding and the children themselves are a tribute to the hard work, dedication and love the staff devote to them every day, all day." (Parent questionnaire) "This is a very special school - children have the perfect start to their school life." "Best move we ever made, the education of my children is fantastic at Ellingham." (Parent questionnaires)

Governors

Please see 'Information' heading on our website for Governing Body section.

Our Nursery Learning Environments

Wellies@Wonder Forest School Nursery

We offer Forest School-based nursery provision for 2-year-olds, in our 'Wellies&Wonder@Ellingham' provision, which operates from 8.45am-3.15pm, Thursday and Fridays. For 3 year olds, we offer 30 hours of nursery provision, in our designated Early Years Unit, under the experienced leadership of the Foundation Stage Teacher. This ensures seamless provision for children moving on into school.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Ellingham C of E Primary School, children are welcome into the 'Wellies&Wonder' nursery once they are 2 years old. We offer both funded (for eligible 2 year olds from April 2024) and paid for sessions. In the term after they turn 3, children are invited to join the fully funded places and can take between 15 and 30 hours of nursery provision, depending on how many funded hours they are eligible for. Extra hours can be taken at an hourly rate of £5 per hour.

Children join Reception in the September of the year that they turn five, and parents need to apply for a school place for entry to reception through Northumberland County Council, whether or not your child is already attending our nursery.

Children have access to an enclosed outdoor environment (Ellingham School Woodland), as well as use of the school hall. We provide a range of indoor

activities to welcome children into the school environment and make them feel secure. Once they are dressed and prepared for the weather, our engaging, forest-school based provision includes: a mud kitchen; different sensory areas, with gravel, bark and compost for digging and building; loose parts play, using wooden planks and blocks and other items; a nature haven for wildlife to observe the creatures and birds that share our site; growing spaces for planting and growing healthy food; a seating area for snack times, crafts and camp fires, and a Polycrubb shelter where children can access mark making, games, toys and take a break from the elements.

School-based Nursery (Splash Class)

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an exciting, enclosed outdoor space, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Pupils have weekly access to our Forest School provision, located beside St. Maurice's Church within Ellingham Estate. At Forest School, they enjoy a wide range of outdoor child led activities which build resilience, stamina, physical strength and co-ordination and knowledge and understanding of the world around them.

School Organisation

We have four teaching areas: Splash, Space Base, Earth Works and Time Zone.

Number on role: 40 (46 including Early Years)

Morning Session

8.45 am - 12 noon Early Years and Years 1-2.

8.45 am - 12.10 pm Years 3, 4, 5 and 6.

Afternoon Session

1.00 pm - 3.15 pm All pupils

Curriculum

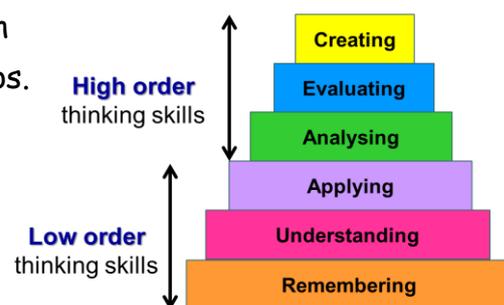
We have an exciting, enquiry-based curriculum for all pupils. Our long-term, topic overview is available on the website or from school.

All subjects continue to be taught separately e.g., Maths, English, Science, History, Geography, RE. However, they are at times also woven together into the enquiry based, creative curriculum where appropriate.



Our Curriculum: Enquiry Based Approach to Learning

Through our curriculum we use an enquiry based approach to learning allowing pupils to learn in a fun, flexible but real-life context. We use a two-year topic cycle for each class, but also promote collaboration and shared learning experiences across school. Subject content within each topic is adapted to support the interests of pupil groups. (Please see Curriculum overview on website.)



Through this approach, children are encouraged to research, investigate and solve problems through 'hands-on' experiences in order to inform their learning.

This encourages children to take ownership of their learning and become engaged, independent and motivated.

Our curriculum meets the requirements of the Primary National Curriculum. The curriculum is taught using a variety of teaching and learning styles.

We engage pupils to learn through 'big question' led enquiries about topics, places, themes and issues. This allows for the development of growing subject knowledge as pupils progress through school, balanced with the important development of subject skills and the ability of pupils to think critically about what they are learning and why. This enquiry based approach allows the pupils to develop their higher order thinking skills, making links and connections between their learning. As a result their pace of learning, levels of achievement and self-esteem increase.

The National Curriculum for Primary Schools is divided into three stages:

Foundation Stage - 5 or under Early Years/Reception

Key Stage 1 - years 1 and 2, 6-8 years old

Key Stage 2 - years 3 to 6, 7-11 years old

Foundation Stage (EYFS)

The Early Years Foundation Stage is a curriculum framework for Early Years education for children aged birth to 5 (or to the end of Reception year.) The aim of the Foundation Stage is to build on the early learning that begins at home, to provide opportunities for quality learning experiences that will give children the necessary skills for more formal learning in later years.

Our Early Years Unit means that the children have their first experience of Ellingham School at a very young age. We offer early education for two year olds, within the Wellies@Wonder provision, and for 3 year olds within the school-based unit, to ensure seamless provision. The unit operates from 8.45 am - 3.15pm. It is based in the Reception class under the experienced leadership of the Foundation Stage Teacher supported by a NVQ level 3 teaching assistant and other staff. The admissions policy will ensure that places are allocated fairly as will other policies and procedures which may be required.

Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage and provide a secure basis for children's future learning. The Foundation Stage curriculum is organised into six areas of learning.

These are:

3 Prime Areas

Personal, Social and Emotional Development

Physical Development

Communication and Language



4 Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children work in different groupings, depending on need and school organisation. This may be individual, small groups, year groups or mixed year groups.

Key Stage 1 and 2

These Key Stages follow the 2014 Primary National Curriculum for England.

Please see the 'Curriculum' area of our website for more detailed curriculum content for each key stage. An overview of the core and foundation subjects follows.

Core Subjects:

English

"The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate."

The programme of study is broken down into:

Spoken language;

Reading: word reading and comprehension;

Writing: transcription (spelling and handwriting), composition, vocabulary, grammar and punctuation.

We use a systematic phonics programme- 'Read, Write Inc.' from Foundation Stage. Pupils progress through this programme and move on to our English programme of study, as detailed in the long-term plans shown on the school website.

We have a wide range of reading material available to pupils, including a large selection of Story Sacks that are available for the younger children to borrow.

Key Stage 2 pupils use the Accelerated Reader programme and associated books, online quizzes and assessments.

Occasionally pupils have the opportunity to see live performances, such as at Alnwick Playhouse or in school.

From Reception, children are taught a cursive, joined handwriting style. They have specific times in school to practise this, as well as support activities at times to do at home. Mrs Dodds is the English Subject Leader.

Mathematics

"The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions."

The programmes of study are organised into domains:

Number: number and place value; addition and subtraction; multiplication and division; fractions.

Measurement

Geometry: properties of shapes; position and direction.

Statistics

The school website gives a detailed outline of what we teach in the long term and our teaching rationale, and we follow the White Rose Maths Mastery Scheme as core material, with supplementary resources, such as from NCETM to ensure depth of understanding.

We aim to deepen children's understanding of maths through problem solving and practical activities at all levels, and only move them onto the next level of study when they have a mastery of the skills and concepts covered and can demonstrate this in practical activities and recording.

As mathematics is an interconnected subject, pupils need to be able to make connections across these domains and apply their knowledge to science and other curriculum areas.

Key stage 1 and 2 pupils have online 'Active Learn' accounts where they can be set homework tasks. Pupils who cannot go online at home are given time, e.g. during 'Golden time', to access tasks and resources.

Miss Baines is the maths subject Leader.

Science

Science is taught as a specific area of the curriculum in Early Years - 'Understanding the World'. Our creative curriculum uses this as a core skill and basis for each topic. At Key Stage 1 and 2, additional discrete lessons are taught in order to further develop the children's knowledge and skills.

Mrs Dodds is the Science Subject Leader.

"The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future."

Pupils learn about '**working scientifically**' in order to develop an understanding of the nature, processes and methods of science within all areas of study.

Depending on year group, the areas of study include:

Plants

Animals, including humans

Everyday materials

Light

Seasonal change

All living things and their habitats

Rocks

Sound

Forces and magnets

Use of materials

States of matter and Electricity

Foundation Subjects:

Computing

The computing curriculum is taught through three strands:

- Computer Science
- Information Technology
- Digital Literacy

"The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation'
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information and communication technology."

Information Technology is an essential part of our daily lives. Children will encounter these technologies in their homes, schools, in the work place and in the various services that they have contact with. It is important that children should have the knowledge, skills and understanding of the application of computing that will allow them to use, understand and evaluate its use. It is a rapidly developing part of all of our lives, with exciting possibilities and developments, but also with risks that need to be understood and managed.

We use resources from the National Centre for Computing Education and their Teach Computing units of work across school. Computing is taught as part of the foundation subjects integrated into our creative curriculum, as well as being taught discretely and used a learning tool throughout the curriculum. Please see our website for further information.

Online safety training is given to all adults and children in school. Internet access follows our E-safety policy guidance and is filtered by our LA. Mrs Lakey is the designated person for E-safety and Designated Safeguarding Lead; Mrs Swinbank is the Deputy DSL.

Art and Design

The children have many opportunities to develop their artistic skills using a considerable variety of media and a range of techniques and tools in both two and three dimensions. The children are encouraged to explore and evaluate the work of other artists and cultures. Local artists contribute their time and talents to enrich the children's experiences and visits are made to places like the Baltic and Shipley Art Gallery. School art work is also, at times, displayed in the Village Hall, Ellingham Church and the 'Daft as a Brush' Headquarters in Gosforth.

Music

Music is part of everyday life and is a way of enabling pupils to express themselves. It is a practical subject through which the pupils find enjoyment, and can help towards building pupils' self-confidence, for example, through performance to an audience. We have recently started using the Kapow Music scheme to aid the planning and teaching of music lessons. Additional weekly whole school singing also takes place. Key Stage 2 pupils have a one term block of instrument tuition, delivered by a specialist teacher, annually.

History and Geography and Design Technology

Skills, knowledge and key concepts in these subjects are taught through our enquiry curriculum topics. First hand experiences are key to engaging learners, so we launch projects with whole school visits to historical sites, museums, the local environment or have visitors come to us to share their expertise and enthusiasm. The children then develop, for example, their observational, research, modelling and recording skills during their work.

Physical Education

In PE, we aim to promote our children's health, physical development and confidence. Physical and team skills are taught and developed through a range of activities in games, dance, gymnastics, athletics, outdoor and adventurous activity and weekly whole school swimming.

The school takes part in a range of inter-school competitions, such as cricket and tag-rugby. Miss Baines is our PE subject Leader and teaches across school. We enhance our PE and sports provision by using specialist coaches who deliver weekly sessions, such as from Northumberland Cricket Board.

Languages

Key Stage 2 children receive an introduction to the French language using a variety of resources. Pupils have an hour lesson weekly, based on using songs, rhymes and games. French conversation is woven into the curriculum every day for the younger children. Units of work on Spanish and tasters of other languages are addressed through the creative curriculum, and sometimes as an after-school club.

Religious Education

As a church school, we see Religious Education as a priority. We follow the recently updated Newcastle and Durham Diocesan syllabus, which incorporates 'Understanding Christianity' and includes learning from and about Christianity, Judaism and Islam. A wide variety of approaches are used including visits to places of worship, drama, dance, music, art and local walks. Should a parent wish to consider withdrawing their child from RE this would need to be discussed with the Headteacher. However, as a Church of England School, RE is an integral part of our school life, so withdrawing a child would be in exceptional circumstances only. Mrs Swinbank is the RE subject Leader.



Worship

The school has a daily Act of Collective Worship led by the staff, pupils and regularly by our Vicar. Occasionally it is led by guests, such as from 'Open the Book', visiting clergy or other friends of the school. Regular pupil-led Worship

are planned and led by groups of children. Individual beliefs and values are respected sensitively by those leading worship. Every term the school joins the congregation of St Maurice's Church Ellingham for a Family Service. Should a parent wish to consider withdrawing their child from Worship this would need to be discussed with the Headteacher.

This would only happen in exceptional circumstances, because this school is a Church school, Worship is central to our school life.

Spiritual, Moral, Social and Cultural Development

This aspect of the school curriculum is woven throughout the school day, through subject teaching and during lunch, play times and school worship. Opportunities are provided for reflection, for learning about other cultures and traditions, developing an understanding of right and wrong and learning to respect one another.

Personal, Social and Health Education

At Ellingham we use units of work and accredited resources from the PSHE Association, alongside 'The Thrive Approach' to support pupil emotional wellbeing. The curriculum covers developing positive relationships, health and wellbeing and living in the wider world. Personal development opportunities are threaded throughout our school curriculum and daily life.

Relationships and Sex Education

At Ellingham Church of England Primary School, Relationships and Sex Education will be appropriate to the age and development of the child. It will be taught with sensitivity and an appreciation of children's differing needs. Please see our PSHE and RSHE policies, available on the school website or from the Office, for detailed curriculum information.

Pupils in Year 5 learn about the changes that occur during puberty. Parental consent is sought for this, however, it is in-line with what is covered in the national curriculum for science.

Global Citizenship

The rights of children and our role as global citizens is an important part of our ethos as a Church school. We address issues through RE, Worship and our creative curriculum.

As part of their Global Citizenship work, the Year 5 and 6 pupils run a fair trade tuck shop on Friday break-times.

Eco-School Status

The School is committed to the Eco Schools Programme, and has achieved Green Flag school status on four consecutive occasions. All pupils can request to be members of the Eco Committee (Planet Protectors), along with members of our local community, and make plans and decisions about future initiatives and take responsibility for implementing them. Please see our website for further information, such as our eco-code and activities.

School Meals

We run our own in-house catering service, as we believe that healthy, 'home-cooked' hot meals should be available to our pupils and staff. We are able to cater for a variety of dietary requirements. The two course meals are planned to meet the nutritional needs of the children and to introduce them to a variety of food. We can also provide a sandwich meal choice for those preferring not to have a hot meal. If for some reason you wish to alter the lunch time arrangements for your child from packed lunch to school lunch or vice versa, it is necessary to give a minimum of 2 weeks' notice as ordering for the kitchen is done well in advance. If your child has a packed lunch please do not give them fizzy drinks, chocolate or other sweets, try to include fruit and vegetables and make the meal as healthy and nutritious as possible. We also encourage the use of reusable packaging and containers, to minimise waste, as we are an 'Eco-school.'

Additional 'themed' food taster buffet meals are held regularly to encourage pupils to try new foodstuffs.

Residential Visits

Year 6 pupils have the opportunity to attend a three-day residential visit to Robin Wood outdoor centre, near Alston. This provides outdoor, adventurous learning experiences and team-building opportunities, along with developing pupil independence and resilience.

Towards the end of the summer term, year 5 pupils can attend a school-based camping trip, which also involves Forest School activities.



Behaviour

The school expects all pupils to follow the 'Golden Rules' of the school.

These are:

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

The school's Behaviour Policy is available on the website, or from the school office, including our 'anti-bullying' approach.

Illness

If your child has been unwell please keep them at home until the symptoms have passed. In the case of sickness or diarrhoea it is important that you keep your child at home for 48 hours after the symptoms have stopped. In the case of conjunctivitis (red discharging eyes) please keep them at home for 24 hours after using appropriate medication.

Medicine

Only prescribed medicine can be given in school, once a consent form has been signed by a parent. Please see our website for further guidance on 'Supporting Pupils with Medical Needs'.

Reporting Absence

If your child is unwell or cannot attend school for some other reason, please will you let us know by 9.30am at the latest. If we have not heard from you about your child's absence we will ring you. If we fail to make contact with you, we will contact the emergency contacts to establish that your child is safe. If we fail to make any contact we will follow up the matter further.

Holidays

No holidays can be authorised during term time.

Assessment

This is an ongoing, daily process throughout school. Summative assessments begin on entry to Early Years against the 'Development Matters' bands. On entry to Reception, children will have a baseline assessment made. At the end of the Reception year children are assessed against the Early Learning Goals. This is carried out mainly through observation of everyday classroom activities and the children are unaware of assessments being made. This provides the school with a clear understanding of individual children's achievements and their readiness for starting work on the Primary National Curriculum.

Year 1 children will take the National Phonics Screening test during the summer term.

Children in Year 2 take part in the National Standard Assessment procedure based on teacher assessment and standardised tasks and tests, which will only be internal from 2024 when they become optional for schools.

Year 6 pupils sit National SATs tests in May, in reading; Spelling, Grammar and Punctuation and Mathematics. Writing is assessed by moderated, teacher assessment, including regular external moderation.

All children's progress is monitored and assessed against our 'assessment without levels' tracking system, to see if they are 'emerging, developing, secure or mastering' the age related expectations for their cohort and to effectively plan their next steps of learning.

Special Educational Needs and Disability

All children have different strengths and abilities and extra help may be needed to develop them. The early identification of children with any kind of special need is important and advice is taken from specialists, such as the LA SEND Support Team or other appropriate outside agencies. Teachers work closely with parents of children with special educational needs to facilitate the best possible means of supporting their children. Appropriate interventions will be planned for individual or groups of pupils using the LA Provision Management system, in order to close any gaps in attainment.

Our SEND Information Report is available on the school website, along with our SEND policy and the Local Authority Local Offer.

Our Partnership with Parents

It is our policy to foster strong relationships with parents and we value the support they give their children in encouraging their learning. The support of parent helpers is greatly valued and parents are encouraged to take part in the life of the school as much as they are able. All of our regular volunteers have a valid DBS check.

We have a supportive PTA (FACES - Friends and Community of Ellingham School). They meet regularly to plan and organise a range of social and fundraising activities. Their fundraising efforts help us enhance the curriculum with such things as additional visits, theatre groups, help with transport costs and Bibles for our school leavers. The PTA has a 'Facebook' page to keep everyone informed - this is a closed group, so please ask to join.

Reporting to Parents

Parent teacher consultations are held during the year when parents are invited to discuss their child's progress and look at his/her work. A written report is sent home in the Summer Term. Parents are encouraged to discuss any matter

concerning their children with the teaching staff. An appointment will be made for the end of the school day to see members of staff, if appropriate.

There is a busy calendar of school events and celebrations to which parents are invited. We use the 'ParentMail' system to keep parents up to date with things that are happening in school, as well as information on our web site. Urgent messages are sent by text system. Please ensure that you inform us of any changes to your contact details, such as mobile phone numbers and keep your 'ParentMail' details updated.

Please remember that our Office is not always manned, so please do not send urgent arrangement change requests by e-mail - please phone and a member of school staff will take a message.

Homework

All children have homework regularly. This includes daily reading for all pupils, regular spelling or word work and maths activities from Year1, and occasional topic research. Please see our Homework Policy for more detailed information, including year group expectations.

Pupils and their families can access our online learning platform, 'School360', 'PurpleMash' and 'Active Learn' maths site where additional homework may be set. Upper Key Stage 2 pupils have 'Planners' to record reading, tasks, completion dates and to be signed weekly by families.

Continuing Education

We support local training agencies to facilitate National Vocational Qualifications in Early Years Development and Education. We also have Initial Teacher Training placements from Carmel College. This means we value learning, work together as a learning community; have a sound understanding of the 'Teaching standards' and have additional adult support in school - a bonus to us all.



Clothing

Our school uniform consists of a navy blue sweatshirt, cardigan or hoody, along with charcoal grey trousers, skirt or pinafore and a pale blue polo shirt.

In the summer months, girls may wear blue and white checked dresses.

We encourage the children to have school book bags. Some items are embroidered with the school logo, for example the complete PE kit and sweatshirts. Book bags can be purchased from school, everything else can be ordered from www.bordersewembroidery.co.uk.

Footwear should be comfortable and practical for indoor and outdoor wear.

Each week, pupils will need appropriate Physical Education kit:

T- shirt

Shorts

Hoodie

Jogging bottoms or leggings (preferably navy)

Sand shoes or clean trainers (if indoor), 'old' trainers (if outdoor)

Swimming: (when applicable - on rota)

(Please dress pupils in easy to change items if swimming on Thursdays and tie back long hair.)

Costume

Towel

All these items should be marked clearly with the child's name. School clothing should be comfortable and have fastenings that can be managed independently.

After School Activities

After school clubs will run daily until 4.15pm- provision of activities varies across the year, so please check with Kathy in the school office for the schedule and availability. The older children will be given the opportunity to complete homework or take part in the activities.

Pre-school provision can be arranged on request.

We will review provision termly and continue to tailor our provision to your needs, but also to ensure sustainable staffing. Don't hesitate to ask us if you have any questions.



Payments

It would be very helpful if all monies were brought to school on **MONDAYS** only, in a clearly marked envelope. Cheques for dinner money, swimming and milk money should be made payable to NCC and paid in advance on a Monday either half termly or weekly. If paying cash please indicate if change is required. Payment by card can be made on Tuesdays, either in person or by telephone.

There are no charges made for books, materials or equipment. However, parents/carers are invited to make voluntary contributions towards the cost of swimming lessons and some educational visits. We always try to keep these costs to a minimum and our PTA often supports us with this. We have to point out, however, that if contributions are not made we would not be able to afford these activities.

The Use of School Transport

The children who travel on school transport must be securely belted in. The staff who see the children onto the bus in the afternoons will check that they are all safely strapped in, before returning home. Please will parents of children using school transport secure their child's seat belt before the transport leaves the pick-up point each morning. The driver cannot and must not do it for you.

Please continue to actively encourage your child to sit sensibly and talk to people near them with the seat belt fastened throughout the journey. Good behaviour will ensure safe travelling.

Pupils who travel on school transport are allocated to a specific route number and operator. This transport **MUST NOT** be used by pupils who have not been issued with the relevant permit as they are effectively not insured to travel. This is School Transport policy and no exceptions can be made.

We need to know of any changes you make for collecting your children. Please inform a member of staff and if someone other than yourself regularly collects your child, let us know in writing. If your child is staying to an after-school club please let us know by phone or in writing every week. If it's every week, one letter would be sufficient.

Thank you for reading our school brochure.

Diane Lakey