

# Yarm Primary School



Prospectus 2018/19

the **enquire**  
learning trust

"There are high expectations across the school for everyone" (staff focus group)



*"What makes Yarm Primary special to me is the memories of when we were younger, old friends and all the teachers."*

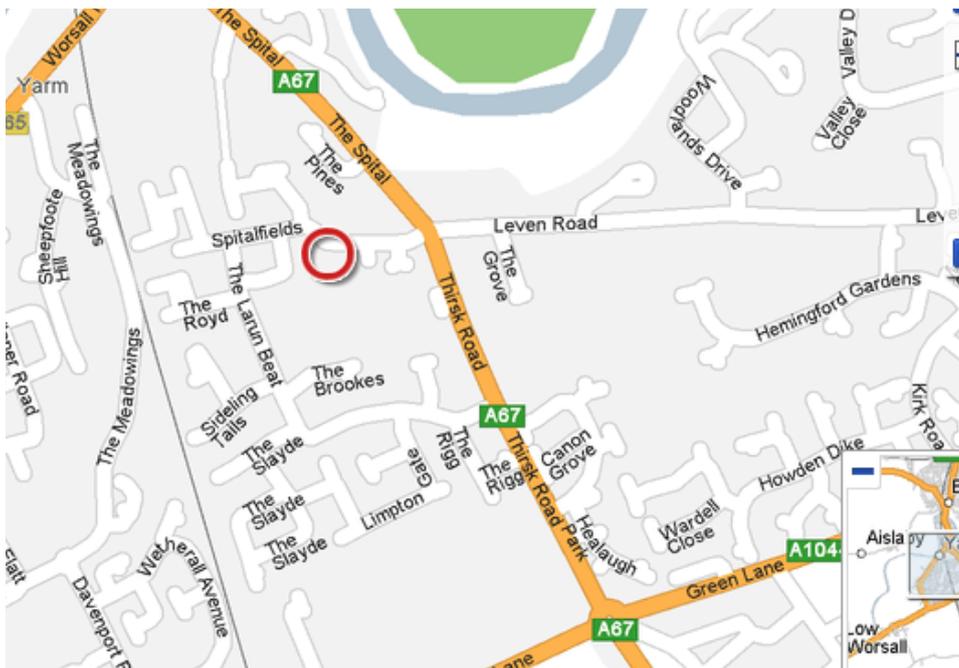
"We're in a family. You feel included. We're all 'in it' together"  
(Year 6 School Council Rep)

**Working Together for Success**

# Welcome!



This booklet aims to answer the questions you may have about how our school is organised and to help you understand more about Yarm Primary School. As a school, we look forward to sharing this period of your child's life with you and make sure that your family's association with the school is a long and happy one because it's a fantastic place for learning.



Address: Spitalfields, Yarm, Stockton-on-Tees. TS15 9HF

Telephone: 01642 782731

Email: [yarpri.school@stockton.gov.uk](mailto:yarpri.school@stockton.gov.uk)

Website: <http://yarmprimarieschool.net/>

Office Hours: 8am – 4.15pm

Yarm Primary School is an Academy, part of the Enquire Learning Trust  
18 Appleton Court, Wakefield, WF2 7AR  
<http://enquirelearningtrust.org/>

## Working Together for Success

# Admissions

## Welcome to Team Yarm



We welcome all children, providing parents/carers meet Local Authority criteria and have applied for a place through the Admission Department at Stockton Borough Council. They can be contacted on: 01642 526604—the Enquire Learning Trust's admission policy can be found on our website.

Children from the age of 3 years are admitted into the first tier (Early Years 1) of our lower phase. Children reaching the age of 5 between 1<sup>st</sup> September and the following 31<sup>st</sup> August are admitted into the second tier of our lower phase (Reception—Early Years 2). There are opportunities to find out about how we work throughout the year, and we are committed to a well planned transition process into Key Stage 1; and to support this work FS1, FS2 and Year 1 work closely together as our Lower Phase.

Sometimes children join the school when the term has started or later on in their school life. We ensure that they are welcomed, supported and monitored so that they quickly make friends and do not have any obstacles to their learning. Once more we encourage parents to contact us if there are any concerns, to promote a positive partnership between home and school.

Transition – There is a Playgroup and After School Club sharing our site, transition across these settings is usually smooth. As we make links across the school through peer mentoring and many shared experiences. Our pupils are well supported as they progress through the key stages. Our school has excellent links with local secondary schools and our transition programme is well developed to support a smooth transfer into Key Stage 3.

We have introduced an extended transition period where children go into their new

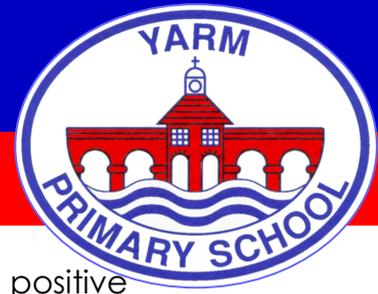
classes for the last week of the academic year. We feel that this opportunity

supports children who find change a challenge and that any anxieties are addressed during this transition period to enable us to make a great start to the new year in September.



## Working Together for Success

# Getting Involved



We are delighted when parents join with us in partnership to promote positive outcomes for their children. Parent volunteers are always welcome and we have a number of these helpers who support us regularly in a wide range of ways and have all gone through the necessary safeguarding protocols which mean that they can work across the school. We have a home/school agreement in place to provide clarity around expectations and to support the home/school relationship.

We welcome parents / carers and always try our very best to accommodate them if they wish to discuss any queries or concerns. We also have an area of our main corridor which is dedicated to providing information for parents on issues to do with education and to make our approach to safeguarding explicit.

Homework – Throughout their time at Yarm Primary School pupils will be encouraged to spend some time at home preparing for or following up learning tasks set by the teacher. There is a balance of recorded and more practical activities, some promoting independence and some encouraging you to work with your child. The school has a homework policy which is available in school and on the website, and in general we see the routine of doing homework regularly as a good 'habit' to get into for the children's future educational career.

Complaints – any complaints about school matters should first be brought to the attention of the Head

Teacher/ Assistant Head Teachers. If the complaint is not resolved, a formal complaint may be made to the Governing Body. The full complaints policy is available on our website.

We are firm believers in involving the wider community in what we do in school. Our governors promote and support our school very positively. Throughout the year we also provide a number of curriculum events which are an opportunity to share what we do with a wider audience. We often welcome visitors – artists, musicians, authors, drama groups, into school to support our curriculum. There are a wide range of professionals who visit us to support developments in teaching and learning, to improve outcomes for learners. Representatives from the Enquire Learning Trust are regular visitors to school and support our school improvement.



## Working Together for Success

# Who's Who in Team Yarm



Chair of Governors—Mr Addison

Vice Chair—Mr Kirtley

Head Teacher—Mrs Wood

Assistant Head Teachers—Mrs Hughes, Mrs Barber and Mr Hunter

Strategic Development Manager – Mrs Gartland

School Administrators – Mrs Besterfield and Mrs Tyreman

Site Supervisor – Mr Graham

SENCo—Mr Hunter

Intervention Team - Mrs Whitaker & Mrs Butterwick

Senior Leadership Team:

Mrs Wood, Mrs Hughes, Mrs Barber,

Mr Hunter and Mrs Gartland



Working Together for Success

# Important Information



The school hours are:

"The school wants the best for us and for us to get a good job and be healthy in life."

"If you don't come to school you will miss some important learning."

Parents usually wait on the grounds at the end of the play-day (using the gazebo if the weather is inclement!) to collect their children, and in EYFS and KS1 the children are accompanied onto the playground so that we can ensure that they are safely delivered to the correct adult. Please notify us if the usual arrangement changes so that we can ensure children are safe.

It is very important that parents inform us as to why their child is away from school either by writing a letter, telephoning us or e-mailing to [yarpri.school@stockton.gov.uk](mailto:yarpri.school@stockton.gov.uk) To comply with Government legislation we have to record an absence for which we have received no notification as an 'Unauthorised Absence' and these are recorded on a child's annual report. Levels of attendance significantly impact children's learning throughout school.

Amendments to school attendance regulations - 'From 1<sup>st</sup> September 2013, under new regulations schools are no longer allowed to authorise leave of absence for family holidays. Headteachers may not grant any leave of absence for students during term time unless there are exceptional circumstances.' For further information please see the school website.

It is very important that you help your child to establish and maintain regular patterns of attendance at school. We will endeavour to support any family who are having difficulties in adhering to the expected protocols, and any difficulties should be discussed with the Head teacher at the earliest opportunity.

Bell goes & Doors open - 8.55	
Register closes	9.05
Prime time	10.05/10
Assembly starts	10.15
Assembly finishes	10.30
Morning playtime	10.30 – 10.45
Session 2 begins	10.45
KS2 lunch time	11.45 – 12.45
KS1 & Reception	12.00 – 1.00
Session 3 KS2	12.45 – 2.10
Session 3 KS1 & Reception	1.00 – 2.10
Playtime	2.10 – 2.20
Session 4	2.20 – 3.30
End of the day – 3.30pm	

play-day (using

# Playtimes and Behaviour

## Team Yarm work hard on the Golden Rules



### PLAYTIMES

Children in EYFS and KS1 are automatically provided with a healthy snack through the government's fruit scheme, and there is a dedicated time set aside each day for this – Prime Time. In KS2 pupils we provide fruit for those children who do not bring a snack to school. All children are encouraged to bring named water bottles in to school. During the lunch period, all children are under the care and supervision of Lunchtime Supervisory Assistants with support from senior leaders. At all playtimes we encourage children to take part in active play, which is supported through out Positive Playtime Project. Appropriate play equipment is provided on each playground—the craze of the week.

**“Playtimes are interesting because of the craze of the week.”**

### SCHOOL BEHAVIOUR MANAGEMENT

We believe that children are happier and achieve more if they feel secure. We apply rewards and sanctions consistently so that children see that discipline in school is fair, firm and positive; appropriate to the age of the child and the circumstance. As the children grow we aim to develop a sense of responsibility for themselves and others and ultimately achieve a form of discipline that is self-motivated. The awareness that for every action there is a consequence, we see as very powerful and this message is supported throughout school via the 'Golden Rules'.

**“Behaviour is good because it's a great combination of people.”**

The Golden Rules are supported by Golden Time, and sanctions around 'missing' part of this weekly session provides an opportunity to reflect on behaviour and what decisions could have been made instead. We find this to be, for most pupils, a very effective and positive system.

Persistent disregard of the Golden Rules is always discussed with parents in order to agree an effective strategy to resolve the problem. Experience shows that when parents work in partnership with the school, the outcome is more likely to be successful. Our full policy is available on the website,

**“I enjoy Golden Time – it's something really good at the end of a week.”**



Working Together for Success

# Pastoral Care



The welfare of our children is a high priority for us and the way we support our pupils in their development of personal, social and health awareness and development, is identified by outside agencies as a strength of our school.

Should concern arise, staff immediately consult with the Head teacher, who in turn would contact the parents without delay and also seek help/advice from support agencies. The SEN team holds a lot of information about outside agencies and we work in collaboration to signpost parents to further support and advice as necessary. We also provide a psychological counselling service which can be accessed through the Head Teacher.

Children feeling unwell or requiring first aid treatment during the day are assessed and should treatment be necessary, or should it be considered that your child would be better at home, we will contact you. It is essential, therefore, that we have your current address and telephone number, both at home and at work and it is crucial that you notify us immediately of any change.

Children should have 48 hours clear of symptoms before returning to school after sickness or diarrhoea

Children needing medication may also be best at home, however, if a doctor advises that a child is fit to return to school, but a mid-day dose of medicine is still required, where 4 daily doses have been prescribed, it is preferable that a parent comes in to administer the dose.

If this is not feasible, the medicine should be brought to the school office in the original container, by the parent, and a school medication form must be filled in. Children should never be given medicines to bring into school.

It is important that we are made aware of any health problems that your child may have.

Medication for children with chronic illness or allergy (such as asthma, or nut allergies) should be labelled with the child's name and given to the class teacher in the first instance. Please ensure that this medication is regularly checked for expiry date and are placed as appropriate.

**"I think we are supported really well  
– I may be poorly on the outside  
but the things staff say make me  
feel better on the inside."**

Head lice are, an occasional problem in all schools. Please check your child's hair regularly and treat infections accordingly. There is advise on the school website.

**"We found relationships between adult and children in Yarm to be characterised by warmth and care. Whenever we went in the school there was a genuine rapport between adults and children." (Enquire Learning Trust)**

Working Together for Success

# Safeguarding Team Yarm Feel Safe



**Safeguarding and Child Protection Procedures** – Schools must make arrangements to safeguard and promote the welfare of children and follow the correct procedures and processes. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer and where possible seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from the Local Authority when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for children protection was carrying out their responsibilities in accordance with the law and acting in the best interest of all children. The designated Child Protection personnel are the Head teacher and Assistant Head teachers. We work with a regional consultant to ensure our policies and procedures are compliant with statutory duties and are supporting our school community to feel safe.

**“I feel very safe in school – the staff are ‘on the ball.’”**



**Working Together for Success**

# Team Yarm Smart Look



We have a uniform, which we encourage all pupils to wear.

**Please label clearly all clothing, footwear, coats, school bags and lunchboxes.**

The basic items listed below can usually be obtained from a variety of shops and supermarkets at very competitive prices:

## **AUTUMN/WINTER**

Navy/Black/Grey – trousers/skirts, White/Blue – polo or plain shirt/blouse

## **SUMMER**

Navy/Black/Grey – shorts, White/Blue – polo or plain shirt/blouse

Blue – summer dress checked/striped dress, sunhat



## **ALL YEAR WEAR**

Royal Blue – sweatshirt/cardigan

These are available from a variety of outlets but if you wish to purchase one with the school logo these are available through the PTA order service (more details available from the School Office) or directly from 'Elizabeth's embroidery' [www.elizabethsembroidery.com](http://www.elizabethsembroidery.com) 01642674973 or Motif8 [www.motif8.co.uk/schools/primary-schools/yarm-primary-school](http://www.motif8.co.uk/schools/primary-schools/yarm-primary-school)

## **PE**

PE Bags - NAMED please with a basic kit of shorts and t-shirt.

As we aim to take our Games sessions outside, weather permitting, it may be appropriate for the children to bring a tracksuit or similar during the winter months.

Footwear is very important and we expect it to be 'fit for purpose'.

## **JEWELLERY**

With the exception of watches, jewellery is not encouraged in the school as it can easily be lost or damaged, and occasionally it can cause accidents. Our expectation is that jewellery should not be worn during PE.

If children are going to have their ears pierced then it is advisable that this is done at the start of the summer holidays.

**I love our blue  
uniform – it stands  
out and I feel proud  
of my jumper.**

# Staff



## Lower Phase

Mrs Parkes  
Mrs Ruffell  
Mrs Laughton  
Miss Gott  
Miss Horne  
Mrs Meek  
Miss Birtwistle

## Year 1

Mrs Crellin  
Miss Puttick  
Mrs Dent  
Mrs Gibson

## Middle Phase

### Year 2

Miss Wood  
Miss Hutchinson  
Miss Iceton  
Mrs Smith

### Year 3

Mr Smith  
Mr Smurthwaite  
Mr Robinson  
Miss Henson

## Upper Phase

### Year 4

Mr Painter  
Mrs Chisholm  
Miss Dale  
Mrs Grey  
Mrs Dodsworth  
Mr Clemenst

### Year 5

Mrs Hughes  
Miss Wilson

### Year 6

Mr Hunter  
Mr Wood  
Mrs Bell

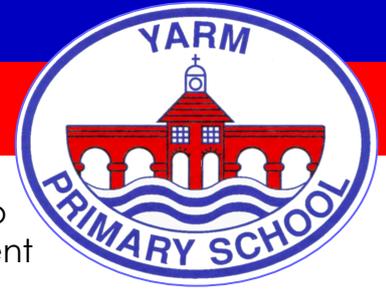


Other staff who support pupils across the school in delivering the curriculum are: Mrs Whittaker, Mrs Butterwick, DFC coaching, Mr Newton, and Mrs Vardy.

Working Together for Success

# Curriculum

## Team Yarm are Great Learners



The curriculum of a school refers to the many activities designed to promote the intellectual, social, physical and personal development of its pupils. In addition to the formal teaching sessions in a day, it includes the 'hidden' curriculum, the relationships and values evident in the ethos of the school. In line with Government policy, the Governing Body relies on the teaching staff to deliver the curriculum.

**“The teachers hold you in suspense and then you do fun things.”**

**The DfE says that... “The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons.”**

Staff at Yarm Primary address this with determination and creativity; and have spent time and skill to review the curriculum so that we are in a good position to respond to the statutory demands of the new curriculum which applies to all year groups from September 2015

**“We participate in lots of things”**

**“Team Yarm ask great questions”**

Many key skills are taught through cross curricular integrated topics which gives us the opportunity to present things in a dynamic engaging way.

We look to local, national and international events to provide contexts for learning and also work on whole school initiatives e.g. Pirate week; WW1 work linked to the local town council initiative and opportunities to develop understanding of British Values.



**“Just had an interesting meeting with the pupils and teachers from Yarm Primary School who are visiting London” – James Wharton MP**

**Working Together for Success**

# Curriculum



**“Thank you for a wonderful visit to Yarm Primary – especially the impromptu musical performance”**

**Nicky Morgan – Secretary of State for Education**

Initially children are involved in learning activities which are centred around the six areas of learning of the EYFS framework: Personal, Social and Emotional development, Communication, Language and Literacy, Problem solving, Reasoning and Numeracy, Knowledge and Understanding of the World and Physical Development.

The Key Stage One curriculum is chiefly delivered through cross-curricular topics often using an integrated day. Therefore if you visited the Year One classes you might well see three or four different activities taking place which are differentiated and may seem to reference several areas of the curriculum, for example, in relation to the Dinosaur topic children may be seen engaged in maths work, art, computing and writing tasks within one session.

By Year Two the children are working more on single subject sessions and subject-focused topics; and this pattern becomes more consolidated as the children move on through the school, so that they become well aware of the different subject boundaries. and different aspects of learning.

Maths, Science, Music, PE, RE, and French are usually taught as single subjects although relevant links are made to topic work, for example, collecting data on different types of buildings and representing it in graph form during a topic on structures or homes. Geography, History and Drama fit more naturally into a topic framework.

The skills of Art and Technology may be taught separately but these subjects can also be closely linked into the topic approach.

English has a special place within the curriculum as it pervades all subjects, it is impossible to deliver other subjects without using the skills of speaking and listening, reading, writing and spelling, handwriting and appropriate presentation. Our curriculum is a creative one which motivates pupils to learn and places learning experiences in context. Our website has details of each year groups curriculum map which are developed in light of the new national curriculum.



**Working Together for Success**

# Curriculum



## English

'English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'

National Curriculum 2014

The ability to communicate is fundamental to our well-being and happiness. Through language we learn to understand the world in both concrete and abstract terms, to organise our thought processes, to plan our actions and to interact with those around us. English forms an integral part of every other subject in our school, so is constantly being taught and developed. It is also taught as a discrete subject in every year group with the aim of developing the three main areas of English; spoken language, reading and writing (including spelling, grammar, punctuation and handwriting).

Children are involved in a range of activities (some cross-curricular) which develop listening skills and their ability to communicate. They are taught to speak clearly and convey ideas confidently. Great emphasis is placed on spoken language, as it is recognised that talking helps us to develop and scaffold our ideas before we record them. A variety of methods is used to develop reading skills; a highly structured phonic approach, the use of reading schemes, guided reading, the learning of key words and spellings and of course high quality texts are used throughout school teaching.

The school uses the Jolly Phonics approach to teach children the sounds needed to decode words. The reading schemes used in school are Oxford Reading Tree, Project X and Storyworlds as well as a variety of others and these give children the opportunity to practise at their own level. Parents are actively involved in helping their child read at home. Children enjoy visiting both the library in school and in the local High Street to inspire their pleasure in reading.

Children are introduced to and encouraged to use a range of different writing styles through a range of purposeful activities; for example, poems, stories, lists, captions, brochures, letters, invitations, explanations, research and much more. Visiting theatre groups are also used to inspire our pupils. Stamina is developed to write at length with accurate spelling, punctuation and grammar. Emphasis is also placed on presentation and the children are taught a cursive style early in their school career.



Working Together for Success

# Curriculum



## MATHS

We use every relevant subject to develop pupils' mathematical fluency; as confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum. We place emphasis on children having secure mathematical knowledge; particularly around times tables, to be able to identify and use pattern in problem solving situations. Pupils are taught to apply arithmetic through investigations where they are encouraged to develop their reasoning and justification skills. Opportunities to develop other areas of mathematics, such as geometry, algebra, statistics and measurement are also provided.

We seek innovative ways to teach mathematics and use Numicon (a multi-sensory approach) throughout Early Years and Key Stage 1 and Schofield and Sims mental maths materials to support and develop these skills in Key Stage 2.

**"I like to show off to the teacher in maths; especially in the times tables challenge."**



## SCIENCE

Science is a natural and fundamental part of our lives and can be regarded as 'organised curiosity'. Its study helps children to understand, respect the world around them and to be curious. Children are taught to develop scientific knowledge and conceptual understanding. Through science enquiry, which helps to answer scientific questions about the world around them. Children develop understanding of nature, processes and methods of science.

Theatre groups, visits, use of KS3 equipment and staff and a focus on practical activities all support developing interest and knowledge.

**"Science makes me think and makes me want to do more"**



Working Together for Success

# Curriculum



## COMPUTING

Within the curriculum there is a new emphasis on Computing; as a high-quality computing education is seen as crucial in equipping pupils to use computational thinking and creativity to understand and ultimately change the world. The skills are developed and used across the curriculum. At the core of computing is computer science, when children are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. We have invested in a new scheme to support us in this and have access to computers in classrooms ; both laptops and stand alone machines. Computing also ensures that pupils become digitally literate (able to use and express themselves and develop their ideas through information and communication technology ) at a level suitable for the future workplace and as active participants in a digital world. We have invested in the creativity suite where the use of digital cameras and videos, digital keyboards and other peripheral devices can be used to enhance learning across the curriculum as well as developing the computing strand.

**“We do a lot of e-safety so that we are safe now and know how to be careful and not silly on-line in the future.”**

## DESIGN TECHNOLOGY

This subject is concerned with practical action, and it draws on knowledge and understanding from a wide range of other subject areas. It gives children the chance to become aware of the ways in which technology changes their homes and their lifestyles.

The children are encouraged to investigate and explore simple designs in order to gain a greater understanding of materials, structures, mechanisms and controls. They are also required to critique, evaluate and test their ideas and products and the work of others. Within the curriculum food technology is also given a place with opportunities to understand and apply the principles of nutrition and basic cooking/food preparation.

Staff use cross curricular links but also teach specific skills using a range of tools and materials.

**Working Together for Success**

# Curriculum



## HISTORY

The past influences all aspects of our lives and shapes the customs and beliefs of the community to which we belong. We hope that by learning about the past the children will be able to develop a sense of identity, empathy with and understanding of people who have lived in the past, an appreciation of the ways in which we learn about the past and a greater ability to make sense of the world in which they live today. The specific areas of historical study each phase works on are outlined in the whole school curriculum maps.

**"I love learning the stories from way back in time."**

## GEOGRAPHY

It is very important that the children have an understanding of the physical world and human society in which they are growing up. In the study of geography we help the children to develop knowledge and understanding of local, regional and world environments inspiring curiosity and fascination about the world and its people.

**"It's good to know what's around you. We're close to the River Tees and we now know lots about it."**

**International Education** - Global issues are an important part of the lives of our children living in a world where economies are increasingly interdependent and global communication is a daily reality. With this in mind we are embedding our International Studies work into our wider curriculum.



**"I look forward to Art – it's mostly surprises!"**

## ART, MUSIC AND DRAMA

The Arts play a very important part in all children's lives as they provide an opportunity to explore, express and communicate in a creative way and appear within the curriculum often in an integrated way. Children derive pleasure from playing musical instruments as a class or individually and can become involved in singing groups, bands, drama clubs; beyond the classroom. With performances within school and in the local community. We use specialists in the arts to support the development of skills across school.

**"I express my feelings – I'm not the same person - Mr Newton gives me confidence to perform and encourages us to SHINE!"**

Working Together for Success

# Curriculum



## PE

We aim, through high-quality physical education, to help children develop physical competence, an appreciation of skilled and creative performances, improved inter- personal skills and enhanced self esteem. There are three areas of activity which the children experience throughout the academic year. These are gymnastics, dance and games. In the summer, the children are introduced to athletic activities; Pupils get the opportunity to attend regular swimming sessions in Year 3. Through the sports premium funding we have been able to develop staff skills in teaching PE and also enlist the support of external professionals to enhance the experiences for the children.

The children have the opportunity to enjoy a number of sports including football, netball, rugby, short tennis, 'Kwik Cricket' and cross country. We have been extremely successful in many areas of PE at local and regional levels.

## FRENCH

French is taught throughout school, beginning in FS2 with 'Dinocros'! The children learn a wide vocabulary range and work to develop confidence in speaking and listening to French through a combination of games, songs, and interactive resources; beginning to record their work as appropriate.

Staff work with a French specialist who works directly in year 6.

## RELIGIOUS EDUCATION

Schools are legally required to offer religious education and to provide daily collective worship. At Yarm Primary, we follow the Local Authority guidelines and have worked with an external consultant to develop our curriculum around some of the themes. Our aim is to help children develop an awareness of themselves, others and the World around them; and to develop attitudes of wonder, reverence,

compassion, curiosity, self-respect and integrity. We aim to help children to understand their place in the world in relation to others and develop positive attitudes towards their own and others' beliefs. Parents wishing to discuss withdrawing their child from assemblies or religious education are asked to contact the Head teacher.

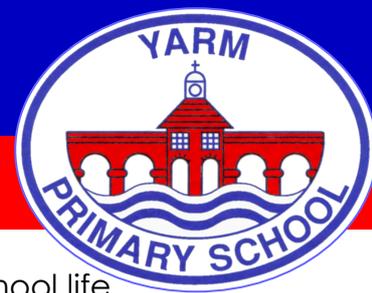
**“We get to try lots of different sports – I get competitive!**

**Dan & Tom are fair and show us skills – they encourage us to do lots of sports.”**

**“I love French! We have learned to tell the story of the enormous turnip and I can use my accent in it.”**

**“Assemblies get us to think about lots of stuff like ‘Black History Month’.”**

# Assessment



Assessment is a continuous process that takes place in all areas of school life.

Through this on-going assessment we build up a complete picture of each pupil which is used to reflect on meeting individual's needs and inform planning.

Parents Evenings are held during the year so that parents can meet the teachers in order to discuss their children's progress. However, staff always welcome contact with parents and it is usually possible to have a brief word with staff on a daily basis if necessary. Parents should call, write or phone to make an appointment with the class teacher if they feel a longer appointment is needed, or to speak to the Head teacher. Such appointments would be arranged at the earliest mutually convenient time.

A written progress report for parents is produced and distributed for every child in the summer term.

**Foundation Stage Profile** – this is an on-going assessment which is collated during the final term of Reception, where pupils are assessed against the Early Learning Goals.

**Year 1** pupils take a phonics screening assessment towards the end of the year and parents are informed of their child's progress.

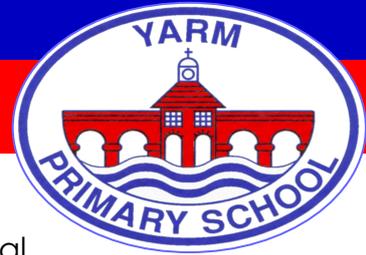
**National Curriculum Tests (SATs)** – At the end of Key Stage 1 (Y2) children 'sit' tests in Reading, Maths and Spelling, Punctuation and Grammar. These are controlled Internally, however teacher assessment against stage criteria are reported nationally. Standards in writing are also reported.

At the end of Key Stage 2 (Y6) pupils are required to undertake statutory Standardised Assessment Tests (SATs). These are summative assessment tests in English (including reading and Spelling, Punctuation and Grammar) and Maths. The results of these tests are published nationally in the form of league tables. All pupils will be judged against nationally expected criteria for their age in relation to the curriculum expectations. Standards in writing are also reported.



# SEN

## Team Yarm—Everyone Welcome!



At Yarm primary we have a strong commitment to inclusion. Children with Special Educational Needs, be they physical, academic, social or emotional are welcome here. Our staff are experienced in striving to provide the appropriate personalised curriculum for such pupils supported by a well established network of professionals who support and advise us, in addition to working closely with the local authority SEN department. The policy for

Special Educational Needs is available and the SEN team can be contacted through the main office. We pay reference to the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years, which came into being on the 1st September 2014 which requires us to develop a core offer—this can be accessed via the school website. We have responded positively to the significant changes in our statutory duties, guided by the Local Authority SEN department.

Pupils and adult visitors to the school who have physical disabilities find the school accessible through an extensive programme of adaptations and reasonable adjustments carried out following our regular Accessibility audits.

Children who are recognised as More able, Gifted and Talented are offered a challenging curriculum which aims to motivate and help them fulfil their potential.

We celebrate the 'special' in everyone through a variety of initiatives including Golden Time.

Our Shine assemblies are a half termly opportunity for pupils to be recognised for their personal qualities and achievements. This is part of a wide range of methods by which we identify, celebrate and motivate our learners.

**“People who need it can have a lot of support. You care about them very much; you care about everyone but you give them a bit more. Everyone’s included.”**

**“We’re all different and learn to help each other and get along together. “**



## Working Together for Success

# Team Yarm Get Involved



Throughout the year there are likely to be day visits organised for classes to support their topic work, or visits to the school by Theatres or Workshops etc. Such visits play an important part in the school curriculum, extending the learning that is started in the classroom. Since the 1<sup>st</sup> April 1989 it is illegal to charge for school activities which largely take place in school time. Sometimes however, funds are such that some worthwhile activities cannot take place without financial support from parents/carers. Section 118 of the Education Reform Act does not restrict schools from seeking voluntary contributions for the benefit of the school or any school activity. Therefore there will be occasions when parents/carers are invited to make voluntary contributions towards the cost of these visits, to enable the school to continue with such worthwhile activities. Details of the approximate cost will be sent home and, providing we are able to get the necessary support, we will confirm bookings and collect the money. There will always be provision to pay by instalments. There may be occasions when an activity will not take place if sufficient funding cannot be raised. If any parent has any concerns/problems in being able to provide a contribution we urge them to contact the school as assistance may be available. Please be reassured that this will be addressed discreetly.

## RESIDENTIAL VISITS

We also have a programme of residential visits across the school. Historically this is:

Year 2—campout and adventure day on the school field, supported by parents/carers.

Year 3— forest adventure and overnight camp out at local youth hostel

**“It’s an exciting experience with so many different things to have a go at.”**

Year 4—Adventurous activity visit to Robinwood activity centre, Alston.

**“Great time had in horrible weather (!) but it didn’t spoil our fun.”**

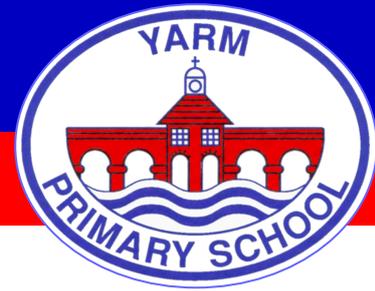
Year 5—Carlton adventure and explore the outdoors

Year 6—Exploring Northumberland and learning about geography and RE

Staff and Governors are committed to this programme as they recognise the valuable opportunities these provide for our pupils.

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# Results



## **Key Stage Two 2017**

In reading, 80% of pupils achieved the expected standard, which measured above national statistics. 23% achieved greater depth standard. Measures from KS1 to KS2 demonstrated that progress was above floor standard with an average scaled score of 104 and progress measure of -1.8.

88% of pupils achieved expected standard in writing, above national statistics. 21% achieved a greater depth standard. Progress from KS1 to KS2 was above the expected floor standards, with a score of -0.4.

In maths, 88% of pupils achieved expected standard, with 43% achieving greater depth standard. Both were above national statistics, as were progress measures from KS1 to KS2, with a score of 0.9. Maths had an average scaled score of 107.

70% of all pupils achieved the expected standard in reading, writing and maths – again above national statistics. 9% achieving greater depth standard in all areas which is in-line with national expectation.

## **Key Stage One 2017**

At the end of Key Stage one, 82% of pupils achieved the expected standard in reading, with 41% achieving greater depth standard. We anticipate these results to again be above national statistics

Within writing 69% of pupils achieving expected standard and 29% respectively, which we anticipate to be broadly in-line with national statistics.

Attainment in maths was 86% of pupils achieving expected standard and 37% achieving greater depth standard, again anticipated to be above national statistics.

## **Phonics in KS1 2017**

90% of our Year One pupils achieved the expected standard for phonics. This has continued to be above national statistics for at least the last three years.

For those pupils in Year Two, 96% of the cohort have achieved the expected standard in phonics, which continues to be above national statistics.

## **Good level of Development 2017**

At the end of EY2 76% our cohort in 2017 achieved the standard.

This compares favourably to last year's national figure of 69%.