

Layer de la Haye
C of E Primary School
Prospectus 2009-2010



VISION STATEMENT

At Layer-de-la-Haye Primary School we intend to maximise the warm, caring Christian based community spirit by encouraging self respect, respect for the environment, for property and for others. We recognise the supportive value of strong whole school and wider community links and seek opportunities to promote these wherever possible.

In providing a secure, stimulating, varied, purposeful and challenging learning environment where risk taking, ambition and aspirations are nurtured, we strive to enable every learner, both child and adult, to reach their full potential and to grow and develop into reflective, responsible, confident and useful members of society.

The School strives towards this vision through the promotion of its' *Gospel Values: Respect, Responsibility, Wisdom, Courage, Fairness, Compassion, Hope and Integrity*

School aims:

- To provide a happy and caring atmosphere conducive to effective learning and all-round development
- To be sensitive to the needs of each child, enabling them to realise, develop and succeed in terms of their potential, at a pace suited to their abilities
- To encourage each child to develop an enquiring mind, by acquiring the skills to listen attentively, argue constructively, question and problem solve
- To develop the child's powers of observation, logical thought and communication, especially in the use of language and number in appropriate ways and in different situations
- To encourage the child to become responsible for their learning, to learn how to learn and to be given time to reflect on and share their experiences, ideas and conclusions
- To help each child realise the importance of respect, honesty and integrity, self control and patience, and to develop a sense of responsibility towards others, the school and the wider community
- To encourage parent participation in school, involving them in their child's learning
- To plan the curriculum in such a way that every child has the opportunity to achieve the highest possible standards in every aspect of school life
- To praise constructively and ensure that each child experiences a sense of achievement and high self-esteem

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Headteacher	Mrs Patricia Wilkie
Chairman of Governors	Mr Clint Price
Status and Character	C of E (Voluntary Controlled) Primary School
Number of Pupils (Autumn Term 2008)	202
Number intended to admit in academic year 2009/10	30

The School was founded in 1837 to serve the village of Layer de la Haye. The first phase of the remodelling programme was completed in 1981. This included updating the original premises and the addition of an assembly hall, fully equipped for physical education. The extension was completed in 1985, comprising two attractive semi-open plan classrooms with additional craft area, headteacher's office, school office, cloakroom and staff room.

All classrooms are carpeted, well-furnished and in excellent decorative order. In July 2002, cloakrooms were added to the Year 2 and Year 3 classroom areas. The hall was refurbished, creating a PE storage area and new flooring. The entrance hall to the main building was remodelled and a security key-pad system installed. A substantial perimeter fence was erected on the boundary around the village hall car park.

In the Autumn term 2004, building work began on an impressive new block consisting of four class areas, a handicapped toilet, a fitted kitchen, a library/utility area and an outside reception facility. This has taken the place of the four relocatable classrooms, which were removed from the site in August 2005. The new extension was occupied by staff and children in July 2005.

Admissions

Parents are always welcome to visit the school and arrangements can easily be made to meet the headteacher and see the school in action.

Children who become five between September 1st and April 30th will start school in September. Those born between 1st May and 31st August will begin school in January. For entry into Reception an application should be made to the Local Authority in the previous academic year. The closing date for application is published in the 'Primary Education in Essex' booklet available every October from Planning and Admissions. Applications after that date will only be considered after those that were made by the closing date.

For entry into other year groups an application should be made to the Local Authority.

Children who live in the school's catchment area are guaranteed a place at the school. For other children applications will be considered on the basis of number of current children in a particular class and personal circumstances.

Further details regarding admission can be obtained from the school. Prior to admission, the children and parents are formally invited for a morning and afternoon session to meet their class teacher and familiarise themselves with the school. Before this, the class teacher visits the local pre-schools to meet the incoming children. An evening meeting with parents takes place in school.

Good liaison with our local pre-school colleagues is considered a vital part of our Early Years policy. School documentation, both curriculum and non-curriculum, is available for inspection on request. The headteacher is available to explain any school policy or document should this be necessary.

Class Organisation

The published admission number is 30. There are seven classes, each with straight year groups: Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6, each with a capacity for 30 children. The teacher for each class is responsible for the children's work and progress, although pupils may, at times, be working with other teachers and in other parts of the school.

Each class has an allocated Learning Support Assistant who works every morning and one afternoon (in Reception it is full time). There is also a Special Educational Needs Learning Support Assistant who works with various children throughout the school.

The School Day

During the school week, our KS2 children spend a minimum of 23.5 hours, and our KS1 children 22.25 hours, in curriculum teaching situations.

Playground supervision commences	8.40 am
School begins	8.50 am
Mid-morning break	10.40 - 11am
Lunch time begins	12.00 noon
Afternoon school begins	1.00 pm
Infant Afternoon break	2.15 - 2.30pm
School finishes	3.15 pm

At the end of the school day, parents are requested to collect their children from the school playground. Please remember that school does not finish until 3.15 pm and that toddlers must be kept under close control so as not to distract staff and children in those vital last few minutes of the school day.

Pastoral Care and Discipline

The School's ethos is based upon mutual respect and consideration for others. Each teacher is responsible for the care and discipline of the children in his/her class. Particular problems are referred, in the main, to the headteacher or the deputy. The aim is to present a caring atmosphere where honesty, respect and tolerance are valued; thus children learn by example and discussion and make it their own.

Assembly and Collective Worship times are found to be most productive in achieving the "special" family atmosphere which exists in the school, especially the Friday Celebration of Achievement Assembly to which parents and guests are warmly invited.

The school follows its' Pupil Discipline Policy, which has been approved by all staff and governors. A copy of this is held in the school office.

The Curriculum

The Governing Body's statement of curriculum aims are in agreement with those recorded in the Local Authority's curriculum policy statement 'Every Learner', a copy of which is available at school... *'In Essex every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better world.'*

The School fully supports and strives to achieve the aims of the DCFS document 'Every Child Matters', namely that every child should be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Therefore, here at Layer, although we subscribe to the Primary Strategy Framework for Literacy and Numeracy we feel that wherever possible and/or appropriate, an integrated approach to subjects will enable us to implement the National and Basic Curriculum in the most interesting and meaningful way for children's learning. Effective assessment and target setting, together with well planned, varied and challenging lessons and high expectations are all significant factors influencing children's performance. In this way we will encourage all children to develop the highest standards of which they are individually capable, in all aspects of their education. In addition our assembly time, playtimes and other times outside teaching time are all important contributions to the child's learning and development.

Through our child centred approach to learning we endeavour to provide equal opportunities for all children whatever their ability, gender, class or ethnic/cultural/situational background.

Details of the School's Policy for each curriculum area can be seen in the School Policy documents. These and all other Policy documents are available at the School.

Religious Education

The School, which is legally owned by the Trustees, is a Church Foundation and is controlled by the Local Authority which at present has financial responsibility for its maintenance. The Church is represented on the Governing Body and these governors foster links between the School, the Church and the local community.

The content of Religious Education is taken from the Essex Agreed Syllabus 'RE in Essex'. At present we use the QCA scheme of work at KS1 and the scheme devised by the LA advisory team at KS2. This forms part of the school assembly time.

Parents have the right to withdraw their children from religious education and Collective Worship should they so wish. Parents who wish their children to be withdrawn from Religious Education and Collective Worship sessions should consult with the headteacher and alternative arrangements will be made.

Collective Worship

We strongly believe that the children should take an active part in the Collective Worship of the school so that it is a meaningful, positive experience and an integral part of our community life together. All staff are committed to this provision which, at the time of writing, takes the following weekly format:

Monday	Whole school with headteacher to introduce theme for the week
Tuesday	Key Stage 1 – Classroom Collective Worship

Wednesday	Key Stage 2 – Classes combine in phases to share Collective Worship Whole school hymn practice with a focus on a christian prayer or Bible character
Thursday	Key Stage 1 - together Key Stage 2 - Classroom Collective Worship
Friday	Celebration of Achievement Assembly attended by parents Alternate weeks for each Key Stage

An act of Collective Worship is also held in each class at the end of the day unless they are in the hall for Celebration of Achievement. Every class has its own focus area for the worship and this includes class prayers written by the children, the current Gospel Value and a candle which is lit as a focus for our thoughts and prayers. The children are encouraged to take part in these acts of worship by saying a prayer, providing music or leading the reflections with something they have prepared.

Sex Education

Sex Education and Health Education are treated naturally from a young age. Our aim is to answer questions when they arise as befits the age and understanding of the children. These subjects are treated as a joint school/parent responsibility that should be dealt with sensitively.

The governors have approved the school policy of teaching sex education as an integral part of PSHCE for children in Key Stage 2. Further details are available at school. Parents may also borrow beforehand the videoed material and/or leaflets used as part of these lessons. Parents may withdraw their children from all or part of the sex education provided, except that which is required as part of National Curriculum Science.

Provision of SEN (Special Educational Needs)

The School's SEN provision is outlined in the Special Needs Policy. This was last reviewed in the Summer Term 2008 to ensure that the policy meets the requirements of the Code of Practice and the legislation for Disability and Inclusion. The School continues to use the Essex review system of School Action and School Action Plus, at which stage the School is supported in its provision by outside agencies.

Our School's SENCO co-ordinates the SEN provision in the School, details of which can be found in the SEN policy document.

There are eight Learning Support Assistants employed by the School to support pupils with special needs and for other classroom duties. The SENCO is the LSAs' line manager, while the class teachers direct and support their work in class.

Resources are allocated to meet the needs of the SEN pupils through individual and small group teaching. Much of this support is provided in class, though pupils may be withdrawn to work with a Learning Support Assistant on specific programmes. Specific funding for SEN is received from the Local Authority with additional funding being allocated from the school budget.

We support children moving from our school to the next by liaising as closely as possible with the local secondary schools. All children in Years 5 and 6 attend The Stanway School in October for a familiarisation day, and Year 6 spend at least one further day at their chosen school in July. Additional opportunities may be offered for children on ESA+ who may need more time to become familiar with their new school. SEN review forms are passed on at the end of the Summer term, and the children's progress and/or problems are discussed with the Key Stage 3 SENCO, who will also make a school visit if time allows. This is in addition to the visit made to the School in the Summer term by the Year 7 form tutor of our main feeder school, which is for all prospective pupils.

We have most contact with our main feeder school, but this kind of information is sent to all other secondary schools (mainstream or private) to which our pupils transfer. Where it is necessary, the Year 6 teacher will use current information and materials (updated annually) from the secondary schools to further familiarise the Year 6 SEN pupils with the vocabulary, routines, and procedures peculiar to their prospective secondary school.

Within the School, in preparation for the transition between key stages, the Year 2 and Year 3 teachers meet in the Summer term to discuss the progress of children with SEN in Year 2. Other class teachers also meet to discuss the data of children moving on to the next year group. Literacy and maths data from end of year assessments is available to inform the child's new Individual Education Plan (IEP); a tracking record of this data is held in the SEN file kept available for all staff.

Facilities and arrangements to assist access to the school buildings, curriculum and social life for pupils with SEN. and/or disabilities are:-

- easy wheelchair access to the main building and new extension;
- a slope to accommodate a change of level in the main school building;
- a disabled toilet equipped with changing area and a new disabled toilet in the new extension.

Arrangements for the admission of pupils with SEN and/or disabilities are as stated in the school's Admissions Policy which can be found in the school office – please all see section below. The School's ethos of valuing every pupil for their contribution to the life of the School supports disabled pupils in being treated equally by both adults and other pupils.

Pupils' progress is reviewed through ongoing teacher assessments, specific assessments such as number of words read/spelt and termly or twice yearly reviews of progress towards targets on the IEP. Achieved targets are regularly revisited to ensure consolidation. Children with SEN make progress, some of them achieving in excess of the expected average for their year group. Additional funding from the school budget is used to provide one-to-one teaching for children on ESA+.

Those parents who respond to the reviews are pleased with their child's progress and all continue to support the targets set on their child's IEP. Some pupils are involved in their IEP, attending the review meetings and recognising their progress.

There are links with other specialist outside agencies including the Educational Psychologist and the PNI Specialist Teacher team.

Equal Opportunities and Pupils with Disabilities

Please refer to Layer School's Equal Opportunities Policy and Disability Equality Scheme for details. The school has a comprehensive admissions procedure where any additional needs can be identified by the parent/carer or pre-school providers. Whenever necessary the support of specialists are sought (eg Educational Psychologist). When a child transfers to another school all records are forwarded and if possible contact is made with the receiving school. We liaise similarly with secondary schools, and arrange additional visits for the child as and when appropriate.

Policy for Homework

Homework is now an established part of school routine. Each family has received a written Homework Policy together with a Home/School Agreement document. Both of these are given to new families joining the school. Everyone acknowledges that clear and efficient parent/teacher liaison is essential and the aim of any work at home is to assist good practice and progress in school

Extra Curriculum Activities

These are very well supported by our children. Subject to availability of time and staff goodwill, the following activities take place at lunch times or after school, according to season: orchestra, choir, football, netball, athletics and games clubs which include hockey, golf, multi-skills, cricket and rounders, allotment, Green Car, homework and french.

Children have opportunities to enjoy music, to sing and to play a wide variety of tuned percussion instruments. In addition to the after school music clubs, four music tutors visit the school weekly to teach guitar, violin and woodwind/brass to fee-paying pupils, and a recorder club is held on morning mornings.

Parents are most welcome to become actively involved in any of these areas, and to suggest new activities to be initiated. Participation in sporting and musical events involving other schools is considered important. We strive for success, coupled with good sportsmanship and attitude.

Charging and Remissions Policy

During the school year, class visits are made to various places of interest as part of the planned curriculum. These support and extend the ongoing school work in a rich, meaningful way. It is also considered important that we invite groups and other visitors into school to enrich the curriculum.

In order for these activities to take place, it is usually necessary to ask parents for voluntary contributions to cover the cost. Children of parents who do not make voluntary contributions are not discriminated against in any way. Requests for contributions are made in accordance with the Schools Charging and Remissions Policy. Parents are always informed in writing of the planned activities and asked to complete a consent form. Copies of a letter detailing the policy determined by the governing body is available at school on request.

Friends Of Layer School

Parents, guardians/carers and school staff, teaching and non-teaching are all members of the FOLS association. A committee is formed at the start of the academic year to organise and plan various fund-raising ventures for the year. A copy of the constitution is available on request.

School Uniform

The School encourages the wearing of a uniform and it is expected that parents will support this policy. Details of items and colours are shown in Appendix A. All articles listed are easily obtained from chain-stores. Ties, sweat-shirts and cardigans are on sale at school.

Child Protection

The School follows its Child Protection Policy, a copy of which is held in the school office for parents who may wish to familiarise themselves with it as appropriate. Parents should be aware that it is the duty of the School to report suspected child abuse to the Social Services Department. We do however, try to discuss our concerns with parents whenever possible.

Complaints Procedure in respect of Curriculum Matters

The Local Authority has established procedures so that the concerns of parents about curriculum or other related matters can be resolved locally. In the first instance, parents are encouraged to communicate any concerns to the School as soon as possible so that attempts can be made to

resolve them quickly. Failing this, formal procedures exist, details of which can be provided on request from the Headteacher or Chair of Governors.

Attendance

In the interests of your child, Layer School urges parents to act responsibly as below:

- To ensure your child attends school regularly
- To ensure your child arrives punctually and is fully prepared for the school day
- To ensure that you contact the school whenever your child is unwell and unable to attend school
- To contact the school by 9am on the first day of the child's absence, and telephone every day thereafter unless your child has a doctor's certificate
- To contact us promptly whenever any problem occurs that may keep your child away from school

Holidays during term time

Parents do not have the right to take children on holiday during term time. The school very strongly discourages parents from doing this as it seriously affects their education. School term dates are published a year in advance to avoid any confusion. If a family feels leave in term time is unavoidable, a form must be obtained from the school office and returned to the Headteacher. The Headteacher will then decide whether or not to authorise the absence using the guidelines set out in the School's Attendance and Punctuality Policy.

School Security

A visitors book and identity badge system is in place. Signs have been erected inside and out, directing visitors to the school office. The car-park gate is locked during the school day. Key-pad security systems have been installed in the main building and the new extension. This is in addition to the comprehensive alarm system already installed, which includes panic buttons in each of the classrooms in the new extension. Each year the School undergoes a thorough fire inspection plus termly fire drills.

In our entrance hall there is a folder which contains past letters home to parents/guardians/carers. Please feel free to consult this at your convenience.

Also, it is our firm belief that although this prospectus will prove helpful to prospective parents and pupils, there is no substitute to visiting the school during the working day and meeting the people who really matter - the children and staff.

APPENDIX A

Layer de la Haye Primary School Uniform

Girls: Skirts/pinafore dress, knee length – grey or navy
Trousers – grey or charcoal (boys or girls)
Cardigans/pullovers/sweatshirts – royal blue, navy or grey
Shirts – white, light blue or grey
Summer dress – blue/white check or stripe

Boys: Trousers or shorts – grey or charcoal
Cardigans/pullovers/sweatshirts – royal blue, navy or grey
Shirts – white, light blue or grey

Ties, sweatshirts and cardigans are on sale at school.

Please note that school shoes, rather than trainers, should be worn during the autumn and spring terms, although we will review this for the summer term.

The PE clothing required is as follows:

Girls: T-shirt and/or leotard – white or light blue
Navy, black or white shorts
Black plimsolls (slip-on style if possible)

Boys: T-shirt – white or light blue
Navy, black or white shorts
Black plimsolls (slip-on style if possible)

For outside games lessons children must wear suitable clothing, which in cold weather usually includes a warm top and tracksuit bottoms. Trainers are encouraged, and for KS2 football boots and socks are recommended in wet, muddy weather.

For health and safety reasons, we also ask that children wear no jewellery except watches and stud earrings and that if hair is longer than shoulder length it is tied back.

DCFS: Historical Key Stage 2 Data Report
2008 Primary School Achievement and Attainment Tables

	2006	2007	2008
Aggregate for publication (Level 4 and above)*	266	282	287
English: Level 4 and above	93	94	93
Mathematics: Level 4 and above	83	94	97
Science: Level 4 and above	90	94	97
Aggregate for publication (Level 5)	147	136	190
English: Level 5	57	52	60
Mathematics: Level 5	37	55	60
Science: Level 5	53	29	70

*The aggregate figures may not be the sum of the separate percentages due to rounding