

Prospectus 2025-26

Claypole Church of England Primary School

Claypole Church of England Primary School

School Lane, Claypole, Newark

NG23 5BQ

Telephone: 01636 626 268

email:

[adminoffice@claypoleprimary.](mailto:adminoffice@claypoleprimary.org)

org website:

www.claypoleschool.org

Contents

[About our school](#) 1

[Parents in partnership](#) 6

[Joining our school](#) 9

[Our curriculum](#) 11

[Subject statements](#) 14

[Early Years curriculum](#) 20

[Inclusion & equality](#) 21

[Other information](#) 25

[Contacts](#) 30

[Staffing](#) 31

[Highlights](#) 33

Welcome

WELCOME TO CLAYPOLE CHURCH OF ENGLAND PRIMARY SCHOOL

The prospectus has been put together by the children, staff, governors and parents of the school. We hope it helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. All schools have their own distinctive 'feel' which makes each one unique. We believe that the 'special feel' at Claypole Church of England Primary School is to do with our caring, friendly atmosphere. Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils. Claypole is a small, friendly and thriving village school in an attractive, rural location. This is a school where children and adults have fun, work hard and achieve our very best. We love sports, art and music and produce fantastic work. You will hear much laughter and see smiling faces when you visit us, but you will also see good quality work in every part of our school. Our children achieve high results and academic standards are very important to us. Alongside this, our children care about each other within our Christian Values and their behaviour is exemplary. We have talented children and staff who strive for excellence, promote harmony and value achievement. The school was last inspected by Ofsted in March 2017 when we were judged to be 'good' in all the key areas of inspection, and in our overall effectiveness of provision with an 'outstanding' judgment for behaviour and safety. The Inspection Report said we: "have created a culture of high expectations... pupils' behaviour is exemplary... children listen to the instructions of their teacher and settle well to the tasks they are set... there are 'loads of adults' within school that children can trust and are surrounded by friends who care for them..." The most recent report in its entirety is available on our website.

I am extremely proud to lead a team that is committed to achieving high standards and providing the very best opportunities for the children in our care. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

Martyn Wells
Head teacher

About our school

OUR VISION

“Believe and Achieve.”

Our values and ethos are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our Vision

We aim to be an inclusive, caring school where we can give everyone the time and support they need to develop; building a confident, resilient, responsible and spiritually healthy community of people. We strive to do our best for ourselves and each other, **challenging** and guiding one another – **opening minds** and **widening horizons** – working together towards the flourishing of all members of our school community so that everyone can **fulfil their potential** through the provision of world-class education.

Our Christian Values Our Christian Values shine through in all we do at Claypole Church of England Primary School:

Love

We care about others showing gentleness, kindness, forgiveness and honesty in all our friendships. We celebrate the achievements of others not just our own.

peace:

We show forgiveness and tolerance towards everyone so we get along together. In moments of reflection we hope for peace for all.

contentment: We pray to show our thanks to God and the people around us.

justice:

We believe in fairness. We know everyone in our school is important and has the right to be treated equally.

respect:

We respect others from all cultures and religions. We learn about others to allow our respect to grow. We listen and learn from others.

koinonia

We believe quality relationships and partnerships are a central element of interdependence.

endurance: We know sometimes things can be difficult but we keep on going and with God's help we don't give up.

Promoting British Values

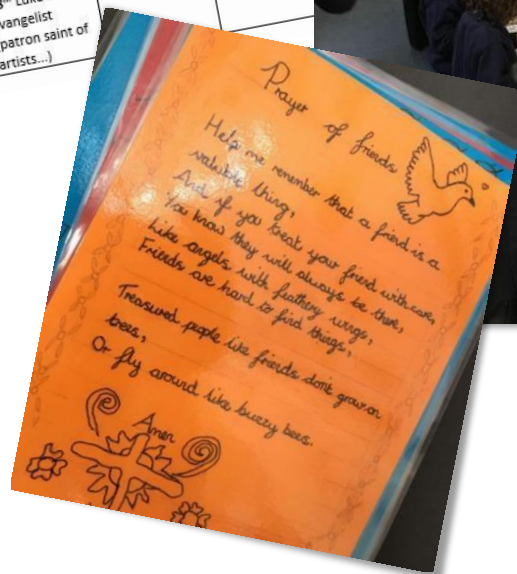
Our Collective Worship promotes various British values including democracy (local, national and international), the rule of law, mutual respect, individual liberty and tolerance of different faiths and cultures. This includes national and internationally celebrated religious events and notable national days and events. We also recognise and celebrate such events as the International Year of Light, the 800 years since the signing of the Magna Carta and celebrating the Queen's longest reign.

Our Collective Worship

Our Collective Worship at Claypole Church of England Primary School reflect our religious and cultural learning, our Christian Values, our ethos and our school rules. We also focus on 'what it means to be British' through recognition and celebration of fundamental British values. We are also very lucky to have Canon Tucker, our local rector, join us and deliver some of our Collective Worship and other members of the church parish too.

A team of Year 6 children are responsible for setting up the Collective Worship table each morning and help prepare video/musical introductions too. Each Collective Worship is opened with a number of prayers written by the children over the course of the week (the prayers are placed within the 'Prayer Tree') and reflect the children's concerns, thanks, hopes and wishes.

AUTUMN TERM 1				
HALF-TERMLY CHRISTIAN VALUE	MAJOR CHRISTIAN FESTIVALS	MAJOR SAINTS DAYS	FESTIVAL DAYS OF OTHER FAITHS	OTHER ANNIVERSARIES & KEY DATES
LOVE & PEACE				
WEEKLY THEME (week beginning)				
4 th September New beginnings		September 8 th Birth of Virgin Mary	September Hindu: Janamashtami Ganesh Chaturthi Jewish: Rosh Hashanah Islam: Prophets Journey to Jerusalem & ascension	September 5 th International Day of Charity 6 th Read a Book Day (7 th – Buy...) 15 th International Day of Democracy 21 st International Day of Peace
11 th September Love		14 th Holy Cross Day		
18 th September Friendship & Trust		21 st Matthew, Apostle & Evangelist		
25 th September Caring and helping others	29 th Michaelmas (Michael & All Angels)			
2 nd October Peace	Late Sept/Early October: Harvest	October 4 th Francis of Assisi (Patron saint of animals)	October Buddhist: Kathina Islam: Ramadan starts Jewish: (5 th – 11 th) Sukkot Approx 30 th Hindu: Diwali Sikh: Diwali	October 5 th International Teacher's Day 6 th William Tyndale (translator of the Scriptures) 16 th World Food Day 24 th United Nations Day
9 th October Harvesting	October Week of prayer for world peace	9 th Robert Grosseteste (Bishop of Lincoln 1253)		
16 th October Working together		18 th Luke the Evangelist (patron saint of artists...)		



The school building is modern, spacious and single level, allowing excellent access to all pupils and adults. We benefit from a large hall, a well-equipped ICT suite, well stocked libraries and learning resource bases and our own kitchen where hot dinners are cooked on site using produce from within our community.



We have beautiful grounds with hard surface areas, a spacious playing field, adventure areas, quiet areas, planting beds and a growing woodland area. Our school also access to the local tennis courts and has close links with the local sporting clubs.



ORGANISATION

School opening times are:
9:00 – 3:30

Children spend seven years at primary school:

	age	stage
1	- 5 years	Reception

Key Stage One

2	- 6 years	Y1
3	- 7 years	Y2

Key Stage Two

4	- 8 & 9 years	Y3 & Y4
5	- 10 years	Y5
6	- 11 years	Y6

Our pupil admission numbers are 25 per year group and children are currently

taught in single age groups in Key Stage 2 with mixed age-groups currently in Key Stage 1. Each class is taught by a fully qualified teacher who is assisted by a Teaching Assistant. We encourage professional development and our staff are highly qualified. All our staff have half a day each week for planning, preparation and assessment.



Parents in partnership

We welcome parents and carers into Claypole Church of England Primary School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. Police checks and DBS checks are carried out on all adults working in school including regular volunteers. If you are able to help, please talk to your child's teacher.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through our weekly newsletters, Twitter page, school website, questionnaires, workshops and informal social events. Parents are regularly invited to help in school, and to Parents' Evenings each term. Every year parents and others are invited to attend our Open Day and Sports Day as well as children's performances.

Staff will always be happy to meet with parents and carers to share any concerns.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parents and others are involved in policy development through consultation and working parties.

The School's website has a wealth of information including copies of our newsletters, latest news, class pages, key information, pictures of experiences in school and copies of key policies.

PARENTS, GRANDPARENTS, CARERS, FRIENDS OF THE SCHOOL & TEACHERS...

Our PTA exists to support the life and work of the school and is open to all members of the school community – by your child[ren] attending our school, parents are automatically a member of our PTA. Congratulations!

The Association provides invaluable support to the school through organising many social and fundraising events involving parents and the wider local community. Money raised provides extra facilities and equipment for the pupils. The group holds regular meetings in school, with dates and details published in the newsletter, our website, Parentmail, social media platforms and the Claypole PTA Facebook page. The PTA identifies long and short-term projects for its fundraising; which enables us to buy 'special' extras to enhance pupils' school experience.

The PTA needs the support of parents, carers, grandparents and friends of the school to ensure it is able to continue to enrich the lives of children. Support is varied and always appreciated: some parents can actively give their time to events, some are able to attend meetings, some have fabulous ideas that they share but are unable to join us at school. All forms of support is valuable to us at Claypole; as a new member of our school community, we hope you will be able to add your support to the work of the Association.



BECOME A GOVERNOR

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Church, the Local Authority and the local community.

School Governors work with the Head teacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to main body meetings. If you are interested in becoming a school governor, please contact the Head teacher to find out about any vacancies and ask for a Governor's Information Pack.





Joining our school

ADMISSION ARRANGEMENTS

Administration of admission arrangements to County Primary Schools is dealt with centrally by Lincolnshire County Council. A booklet 'Starting School', setting out the Reception admissions procedures and criteria for each school, together with an application (Common Admission Preference Form) is available from the County Council Admissions Team (a link is available from our website too). Completed forms, or online admissions must be returned to the School Admission Team or first preference school by the submission date in the Autumn Term prior to starting.

Parents and carers of children seeking to join the school in other years, should in the first instance (following a visit to our school) contact the mid-year Admissions Team of the County Council on 01522 782030. Claypole CE Primary School welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that the correct arrangements are in place.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. In the case of Claypole CE Primary School this is 25 in each year group. This figure is set by the Local Authority (LA) and agreed with Governors and Head teacher. If the number of children wanting a place is below the set figure, your child will be offered a place. There may, however, come a point when there are too many children of that year group for them all to be given a place. If a place is not available on application you have the right to appeal to Lincolnshire County Council Education Authority. Appeals are heard by an independent panel. A Guide to Admission Appeals can be obtained from the Admissions Team via the County Council website: www.lincolnshire.gov.uk/schooladmissions

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and successful in the term prior to their entry, pupils are invited into school for visits (including a tour with our older children, a 'teddy-bears picnic' with our current reception children and an afternoon with each other and their new teacher). This will help them become familiar with the surroundings and routines of school. During this period, there will also be visits to nurseries/pre-schools and meetings for parents to discuss our partnership with you and talk about any concerns you might have.

Pupils will be admitted to Claypole CE Primary School in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We value the potential of home-school links and make every effort to involve parents in the learning and development of their child. At the start of each new school year, class teachers run workshops about the curriculum and how parents can help their child at home.

JOINING THE SCHOOL LATER ON

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from the previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

MOVING ON - TRANSFERRING TO SECONDARY SCHOOL

At the end of primary school, children transfer to a secondary school.

The large majority of children go on to the secondary schools in Grantham or Sleaford. We have strong links with the various secondary schools in the Grantham and Sleaford area through the curriculum and community events. Year 6 pupils make several visits to their next schools during their final year as part of an induction programme. This is seen as a very positive process ensuring a smooth transfer.



WHAT OFSTED SAID:

The leadership team has maintained the good quality of education in the school since the last inspection. You have created a culture of high expectations and have not shirked the tough decisions required in order to make sure that pupils make the progress that they should.



WHAT OFSTED SAID:

Leaders and teachers take a great deal of care to promote a genuine Christian ethos and also ensure that pupils learn in a stimulating and safe environment. Leaders and teachers waste no opportunity to inform pupils, display their achievements and challenge their thinking. Routines are well established; pupils move quickly and calmly to their learning and to their play. Pupils behaviour is exemplary.



WHAT THE DIOECES SAID:

This is a friendly, caring school community where all children are encouraged to reach their full potential within a framework of Christian values. The special ethos of the school is attributed to the way in which these values are lived out through positive relationships and excellent behaviour. Parents express the view that the school is a safe environment for their children and that this security enables the children to flourish in all areas of their development, 'The Christian values shine through all that they do'.

WHAT WE SAY:

Every child only goes through school once; at Claypole, we believe that this experience should be as good as it can possibly be and we work hard to make this a reality. We don't believe that a child has only one chance in life – give them that love of learning, an enquiring mind, that awe and wonder and they can achieve.

Our curriculum

Our curriculum is essentially about two things:

- Our wonderful world;
- Human impact & influence.

The world was here before us and we change it. Every day (for better or worse).



Life-long learners reaching their full potential

To prepare our children for their future in this world, we intend to develop skills of observation, scrutiny, questioning, comparison and contrast, ordering and evaluation. Our 'Learning Wheel' supports children to develop a deeper understanding of concepts. As a consequence their knowledge and skills can develop beyond a shallow level of learning.

Responsible & Respectful: Human kind

Understanding what it means to be human and how human behaviour has & can shape the world.

Why?

Skills

We believe that by developing the right dispositions for learning, a focus on skills, a desire for asking questions and the importance of human connection, children are given a solid foundation for 'sticky' knowledge which can be transferred across different subject areas during their learning journey with us.

Be Human Kind

It is important for our children to appreciate their role as part of a community; to take responsibility, to be able to look after themselves & to foster an understanding of their importance, impact and influence in the world.

Time

With time for deeper 'seeing' of the world around them comes quality engagement and subsequently the desire to write & respond, practising core skills that are embedded into our work.

Skills and sequencing

Knowledge

Our curriculum has been sequenced meticulously so that concepts and vocabulary are built upon to extend learning and develop deep knowledge.

Skills

We value the acquisition of basic skills as we see these as the scaffolding for all learning. These skills are vital for enabling all pupils to access the whole curriculum and to enhance future economic and social wellbeing. It is the responsibility of all staff to teach and extend the basic skills in Mathematics and English. Work will be carefully planned to ensure continuity and progression. All pupils can expect quality first teaching in phonics, reading, writing and number.

Pedagogy and assessment (core subjects)

Early reading is prioritised and built upon as we have invested carefully in sequenced, high quality progressive books. Phonics is taught using 'Read Write Inc.' Reading books are initially sent home that are linked to the phonics being learnt. Whole class shared reading allows reading skills and comprehension to be taught throughout the school. In writing we use high quality texts to build knowledge and understanding of the writing process as well as grammar, spelling and punctuation. Expectations for writing do not differ across the curriculum and this includes a high degree of pride in their handwriting and presentation. We have adopted 'Big Maths: CLIC' across the school for mental arithmetic and 'White Rose Maths' as our scheme of work. Approach to feedback,

interventions and pre-teaching is 'keep up' rather than 'catch up'. We use nationally standardised assessments across the school to track pupils' understanding, attainment and progress.

Pedagogy and assessment (non-core subjects)

Our foundation curriculum is built to facilitate a deep level of learning. We use cross curricular learning & advocates to link and relate foundation subjects to one another where appropriate. Overall we have structured the National Curriculum into our long term plan; we use our 'learning wheel' to structure knowledge and skills within topics through learning opportunities and experiences which means teachers are able to meet a range of learning styles, expertise, passions and needs whilst ensuring children are absorbed in a theme/subject. We use the assessment for learning cycle throughout the learning process, amending and tailoring learning to meet learner's needs; finishing each area of study with an evaluation/assessment opportunity where children demonstrate their knowledge and understanding of what has been taught.



After school clubs and projects



Educational visits and visitors



Creative opportunities to apply learning



We have a mixture of both single age classes and mixed age classes in the school; our highly skilled staff are able to adapt and put into practice a range of teaching strategies; these include individual, group and whole class methods of teaching to ensure all children receive a quality and exciting curriculum throughout their time at our school.

To deliver the National Curriculum, we use termly forecasting to combine genuine learning opportunities and assessment to provide a creative approach to learning that enables pupils to engage in imaginative, original and purposeful learning activities which stimulate and excite them, giving them a sense of achievement... paving the way for them to become life-long learners. Planning is based on developing and building on children's knowledge as they move through school. Engagement and enthusiasm in the classroom creates a positive learning environment where enthusiasm for learning generates positive and purposeful behaviours.

EDUCATIONAL VISITS

School trips and visits are an integral part of the education of children at our school. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extracurricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 4, 5 and 6 have the opportunity to take part in residential visits. These are planned to provide new and exciting experiences.

VISITORS INTO SCHOOL

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, scientists, sporting heroes and Olympians to name just a few...



EXTRA CURRICULAR CLUBS

We offer pupils opportunities to participate in extra-curricular activities after school and at lunchtime. At any time a wide range of clubs is on offer and is revised termly to cater for the interests of the children and the sports competition calendar.

PE & SPORT

We arrange for qualified sports coaches to help provide high quality instruction during PE lessons alongside our teachers and run sporting activities after school. Children in Years 2, 3, 4 and 5 benefit from swimming lessons for a term at a local indoor pool in Newark.

MUSIC, ART & DRAMA



We provide opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. Key Stage 2 children have the opportunity to learn to play an instrument through one-to-one music tuition and apply their skills in a school orchestra. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents, for example our Choir take part in the concert 'Young Voices' where school choirs across the country come together to performance at the Indoor Arena in Sheffield. As a school we appreciate and understand the importance of drama within our curriculum. Research reveals that drama had a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways through the support of a local drama group including story-telling, and across Key Stage 2 through the input of a specialist drama and media teacher. Children have opportunity to apply and develop their skills through rehearsal and performance.

OPPORTUNITIES TO VOLUNTEER Volunteering is an activity that everyone can get involved in and benefit from. At Claypole Church of England Primary School, we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and work of the school. These include elected representatives on our Children's Pupil Parliament. Older pupils can also apply and be interviewed for positions such as Playground Leaders, Phone Duty, Librarians, and within classes children can volunteer to take on various responsibilities ranging from lunch duties, to collecting and distributing registers, to helping with the organisation of equipment in Collective Worship.

Subject statements

COLLECTIVE WORSHIP

A rounded programme of daily collective worships is held to promote pupils' spiritual, moral, social and cultural development and provide clear guidance on what is right and what is wrong. Every fortnight, Collective Worships are led by a member of a local reverend and at least once a term children participate in service at our local Church. At the end of the school day on a Friday an Assembly of Celebration is held.

HOMEWORK

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning. Homework is set in line with the school's policy, with tasks to appropriately challenge all pupils. Weekly activities focus on literacy and numeracy to reinforce and consolidate skills taught in class. Projects inspired by our topics are also set, this provides an opportunity for children to think creatively and produce their own form of response for example a model or piece of art work, a project or an IT presentation, a recount following a family visit. Our Homework Policy is available on the school website.

OUTDOOR LEARNING

We value the benefits of outdoor learning. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum. Our Foundation Stage and Key Stage One pupils benefit from outside classrooms, activities and tending growing beds.

Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom, including undertaking fieldwork and enquiry based work in our local areas.

COMPETITION

At Claypole Church of England School, we take our performance in sport seriously and attend competitions and tournaments with the intention to perform at the highest level and aim to be successful. We also recognise the importance for children to participate and to learn to love sport and will also seek opportunities to enter festivals to help promote the love and enjoyment of sport.



Subject statements (continued)

ENGLISH

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English, pupils develop skills in speaking and listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The effectiveness of literacy teaching determines the success of the whole curriculum. Language is cross-curricular - it is an essential element of learning in all areas of the curriculum. We follow the National Curriculum and believe the development of literacy skills is best ensured by providing a rich and varied linguistic environment.

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly and confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

At Claypole CE Primary School our aim is not only to teach children the skills to read with confidence, fluency and understanding but, also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. All children are encouraged to take books home each evening to practise and reinforce the skills taught in school. Guidance is provided on how parents can best support their children's learning in this area.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

MATHEMATICS

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time.

Our teaching programme is based on the Primary National Curriculum and sets out what children learn on a year-by-year basis in the areas of:

- Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages
- Measurement
- Geometry – properties of shape; position & direction
- Statistics

SCIENCE

Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling.

Subject statements (continued)

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test

these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.

COMPUTING

Computing prepares pupils to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future. At Claypole CE Primary School we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever changing technological world.



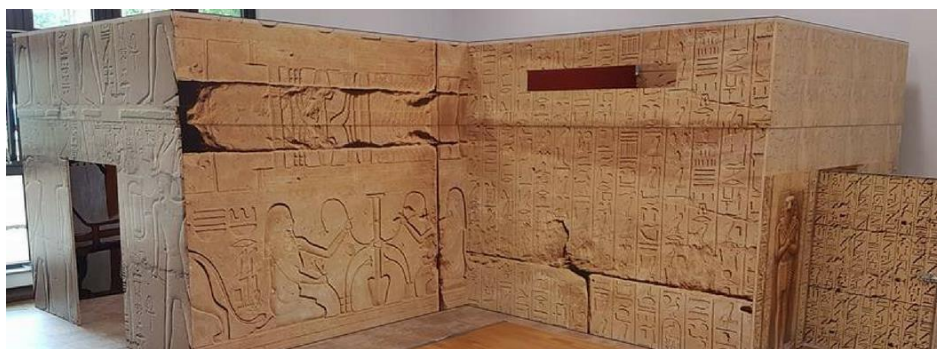
We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology. We are well equipped with IT infrastructure including laptop trolleys, iPads and interactive whiteboards in all classrooms.

GEOGRAPHY AND HISTORY

The teaching and learning of geography and history is through planned themes which are incorporated into an overall curriculum framework.

Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Environmental work is an important aspect of the geography curriculum.

Subject statements (continued)



History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history,

pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

DESIGN & TECHNOLOGY

Design & Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

MUSIC

Music is essentially a practical subject. Children are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed.

The school provides opportunities for children to take part in a wide range of musical activities and performances, including Year 5 participation in a weekly instrumental programme.



ART, CRAFT & DESIGN

Art, Craft & Design is a natural form of expression and can be a source of great pleasure. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.

Subject statements (continued)

LANGUAGES

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. French is taught to all classes. The emphasis is on active learning to engage motivation and develop oracy (listening, speaking and spoken interaction) through the use of games, songs and activities.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious education (RE) is not part of the National Curriculum but must be taught in schools by law. We are a Church of England Controlled School and hold a strong commitment to teaching the principles of Christianity.

RE is provided in accordance with the Local Authority Agreed Syllabus – this is a new syllabus and draws from the most recent practice and educational thinking. It is enquiry-based and provides opportunities for all pupils, regardless of the personal background and beliefs, to explore questions, experiences and concepts related to identity and what it means to be human, whilst at the same time developing a good knowledge and understanding of the principal faiths in Britain. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect. It enables teachers to develop key skills, attitudes and dispositions in their pupils, such as critical thinking, empathy and conceptual creativity, which will equip them better to be able to grapple with the questions that life throws at us.



Religious Education is taught each week. Through RE we aim to enable children to understand the nature of religion, its beliefs and practices.

A daily religious assembly is held either as a school or in Key Stages. It is an important part of our school day. A representative from the local churches leads worship once a week. Friday assemblies are special because we celebrate children's achievement both in and outside school. Parents are regularly invited to join us in assemblies. Each term children across the school visit a local Church to take part in a celebratory service.

Parents have the right to withdraw their child from RE lessons and collective worship and should talk to the Head teacher if this is their intention.



Subject statements (continued)

PE & SCHOOL SPORT

Physical Education is concerned with the promotion of positive attitudes towards physical activity and wellbeing. At Claypole Primary children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit.

All children take part in a minimum of two hours of high quality PE and sporting activities each week alongside a professional sports coach who is a member of the school's teaching staff.

We begin by developing children's upper-core strength as we firmly believe that this is the basis for success in all manner of sports.

We also encourage children to be physically active for a minimum of 30 minutes a day by providing a range of clubs after school and at lunch time. We also have trained Playground Leaders and our sports coach leads a 'daily mile' challenge.

A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games and outdoor and adventurous pursuits.

Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships.

Children have the opportunity to take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions. We take competitions seriously and we are proud of our continued success.

Physical Education is enriched through a wide range of well-attended extra-curricular clubs and activities. Such opportunities enable pupils develop personal and social skills as well as preparing them for leisure activities in adult life.

All pupils in Year 4, 5 and 6 have the opportunity to take part in a week's residential visit. Our Year 4's spend two days at a purpose built activity centre and our Year 5/6 children go to Ravenstor to explore the Heights of Abraham, experience weaselling, caving and abseiling amongst other outdoor/adventure activities over the course of four days. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.



Early Years curriculum

It is important that all children are given the opportunity to experience the best possible start to their education. We need to ensure that our children enter school having established solid foundations on which they can build. Learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.



In the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued. The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected. There are three prime areas which are:

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:
 - **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
 - **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
 - **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
 - **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Inclusion and equality

EQUALITY

At Claypole CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers
- Children or staff who are gay or lesbian
- Pupils who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us. As a school we try to ensure that disabled pupils can play as full a part as possible in school life.

We implement accessibility plans, which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.



SAFEGUARDING

Claypole CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities

for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response. In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her Child Protection Plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily. If you would like to know more about our policy or procedures for Safeguarding, please speak to Martyn Wells (Head teacher)



Inclusion and Equality

BEHAVIOUR: 'Be Kind'

At Claypole CE Primary School we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring church school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in the principles of our philosophy: 'Be Kind'

- Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.
- Every child in our school is valued. Abuse of any kind will not be tolerated.
- We strive to develop the full potential of every individual in our school, therefore, we do not accept discrimination in any form.
- Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly if it ever occurs.
- All children should respect school property and the property of others.

Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work, and contributions towards the school community. All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Anti-bullying Policy which is available via the school's website.

The school's abhorrence of such behaviours is communicated to pupils, parents and staff, for example through the curriculum, the Prospectus and weekly newsletters, and staff training. All parents of new pupils receive a summary of the school's behaviour expectations and Anti-bullying Policy as part of an Induction Pack.

All staff are expected to deal with any discriminatory incident that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. As a school we believe bullying is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school. We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.



Inclusion and equality

CATERING FOR THE NEEDS OF ALL CHILDREN

At Claypole Church of England Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academic more able.

Children succeed highly at our school in many aspects. Excellence is encouraged and celebrated. The school enjoys a strong academic reputation. Children leave our school highly literate and numerate. Our End of Key Stage 2 SAT results are above national and Lincolnshire averages, with a high proportion of children achieving at the higher levels. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is planned to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs (SEND) Leader provision is carefully planned. Provision strategies to help support the child in class and notes from discussions with parents form a "Pupil Profile."

The SEND Co-ordinator is responsible for supporting, planning and monitoring interventions and pupil profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress.

Following discussions with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.

Other information

PARENT VOLUNTEERS

We welcome parents to work alongside the staff in school and such involvement is invaluable for all concerned. There is an open invitation for parents to let us know when they can come and how they can help. All volunteers working in school are required to have an enhanced Disclosure & Barring Service check (formerly Criminal Records Bureau or CRB).

SCHOOL UNIFORM

What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values. We have a smart but simple uniform that we encourage all pupils to wear. This is a navy sweatshirt, a white polo shirt and charcoal- grey trousers or skirt. School uniform, including sweatshirts, cardigans, polo shirts and PE t-shirts are sold at Uniform Direct. Available from the office are book bags, PE bags and water bottles. All items of uniform should be clearly named. Children are asked to wear grey socks and sensible black shoes - not trainers please or boots. Jewellery, other than watches, is not permitted and studs or sleepers only are to be worn in pierced ears.

PE & GAMES KIT

It is important for pupils to wear correct clothing for physical activities. For PE children require a white t-shirt and navy shorts. For games activities outside, children need a white t-shirt, navy shorts and trainers. Track suits, preferably navy or fleeces may be worn for games during winter months. All clothing should be clearly labelled. Jewellery must not be worn for sporting activities and long hair should be tied back.

HEALTHY EATING

We are an accredited National Healthy School and are committed to promoting and monitoring healthy food at break and lunch times. Different teaching styles and learning opportunities are offered to pupils to develop their awareness and understanding of healthier eating and basic food safety practices, including opportunities to cook in our kitchen. Hot meals are cooked on site and all the food is locally sourced (for example, the meat is from the local village butchers...).

SNACK TIME

You may like your child to have a mid-morning snack. We welcome fruit and vegetables, and would ask you not to send your child with chocolate, crisps or sweets of any kind. Children in the Foundation Stage and KS1 are provided with fruit every day as part of the National Fruit Scheme.

WATER

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill. Children, parents and staff speak highly of the benefits.



Other information (continued)

SCHOOL MEALS

All pupils in Reception, Year 1 and Year 2 are offered a free school meal –hot meals are prepared in our school daily. Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day and govern all food and drink on offer within the school. We work with local produce providers, in liaison with parents to cater for any pupils with special dietary needs. Menus are supplied to parents in advance so that meals can be pre-ordered; parents can choose not to take-up a school lunch for their child, in which case children should bring a healthy packed lunch into school. For children who bring a packed lunch into school each day, we encourage these to be healthy in content and ask parents not to include sweets, chocolate, crisps or fizzy drinks. As we have children and staff who suffer from nut allergies, we also ask that no products containing nuts are included in lunch boxes.

If you think your child is eligible for free school meals, please collect a form from the school office.

One significant change in the new School Food Standards is that from January 2015, lower fat milk or lactose reduced milk must be available for drinking at least once a day during school hours. Milk will be offered free of charge to pupils entitled to free school meals, and to all pupils where it forms part of the free school lunch to infants. Parents of KS2 pupils will be given details of how to order and pay for school milk.



Other information (continued)

TRANSPORT

There is free travel by bus for children living in Fenton.

Registers are kept of children using this transport so parents are asked for written notification for changes to the normal arrangement. Children from other areas are not insured to travel on the bus. Nursery children can travel on the bus but payment is required. As part of our School Travel Plan, developed in conjunction with the Local Authority, children are encouraged to walk or cycle to school.

A cycle shelter is available at school for bicycles and scooters to be left during the school day.



ROAD SAFETY EDUCATION

This school endorses the County Council policy on road safety education, which states that it is a parent's responsibility to train their child to cope with roads and traffic.

LOST PROPERTY

Naming all items reduces the risk! Any items of lost property are put in a central 'Lost Property Bin' in the school office - if your child has lost something then please check there. We do keep lost property for a reasonable period of time; but it is often difficult to identify items that are not named. Displays of lost property are made at the end of each half-term before being donated to local nurseries or charities.

ABSENCE

If your child is unable to attend school for any reason please telephone or e-mail the school office to let us know. If your child has sickness or diarrhoea we ask that he/she does not return to school for 48 hours as this type of illness can be very infectious.

PUNCTUALITY

The school day begins promptly at 9.00am (our gates open at 8:45 am for the children to enter the playground before school) and we ask that children arrive promptly to ensure a positive start to their learning. Please ensure your child is not late for school. Children who arrive late are asked to report to the school office on arrival. Any late attendance is recorded on the end of year school report to parents.

HOLIDAYS DURING TERM TIME

The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Head teacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available to download on our website. The Local Authority has the authority to fine families for unauthorised absences.

TIMES OF THE SCHOOL DAY

Children should not arrive unaccompanied before 8.45 am when the school gates are unlocked. Football and other games are not allowed before school because of younger children and adults' presence on the playground at this time. All children should be in their classroom by 9.00 am at the latest for a prompt start to the school day. The school gates are locked at 9.00 am and reopened at 3.15 pm. Reception children should be collected at 3:25 am and Y1 – Y6 should be collected at 3:30 pm.

Other information

(continued)

MEDICAL & OTHER ISSUES

When children start school parents are asked to complete a form outlining any medical history including any allergies suffered, that we should be aware of. It is important that this record including contact details is kept up-to-date.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency. All injuries are recorded and reported.

MEDICINES

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school. There may be times when children attending school need to take medication. Any such medicines needed by a child during the school day should be brought to school in the smallest practicable amount by the parent/carer, not the pupil and be delivered personally to the Administrative Team. These medicines must be in the original bottle/ packaging in which prescribed, clearly labelled with the:

- Pupil's name

- Contents
- Dosage
- Date

Parents will be asked to complete a written request for the school to administer medication. Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request Form on their child's entry into school. As children may need immediate access to their inhaler (Blue Relievers) they are kept on the child's person or in a safe and readily accessible place. Inhalers should be taken to sporting events and used prior

to or during exercise if an episode of asthma occurs. Parents are encouraged to provide the school with full information about their child's medical needs.

SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside. School staff are not permitted to apply sun cream to children, but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream which must be provided in a clearly named container.

SAFEGUARDING

We have a Safeguarding Policy which explains how the school works to ensure that children are thriving and safe. We take safeguarding and the protection of children very seriously; If we have any concerns about a child's welfare it is the Head teacher's responsibility to contact Social Services. If you have any concerns about the well-being of a child please inform us in confidence immediately.

SMOKING

Smoking is not permitted anywhere within the school or grounds.

MONEY

Please ensure that all monies sent to school are in a sealed envelope marked with your child's name, amount and the purpose of the money. All monies should be given to the office.

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Head teacher. If the complaint is not resolved, a formal complaint may be made firstly to the Governing Body and secondly to the Local Authority. The procedure to register a complaint is available from the school's Administrator.

Other information

(continued)

CHARGING POLICY

At Claypole Church of England Primary we are constantly seeking to enrich the children's learning experiences through trips; by inviting visitors and experts to talk to the children; and by running activities and workshops. The children always feed back that these activities bring learning to life and are some of their most memorable experiences of primary school.

Where possible, teachers look for free activities or apply for grants that will enable the school to provide enrichment opportunities at no cost to families.

FAMILY SUPPORT

Please contact our SEND Leader (Lynn Kurvink) and/or Designated Lead teacher (Martyn Wells) via the school office if you would like some advice on any aspect of parenting or child care.

TRANSFERRING TO SECONDARY SCHOOL

All children at Claypole have the opportunity, if their parents wish, of taking the selection examination (11+) for entry into selective schools in Grantham or Sleaford, but parents are advised to contact the appropriate schools to request details of their admission policies. Over the last 5 years children from Claypole have transferred to the following schools:

- Carre's Grant Maintained Grammar School for Boys, Sleaford.
- Kesteven and Grantham Grammar School for Girls, Grantham.
- Kesteven and Sleaford High School for Girls, Sleaford.
- King's Grammar School for Boys, Grantham.
- Priory Academy, Grantham.
- Sir William Robertson High School Welbourn (mixed 11-18 Comprehensive).
- St George's Academy, Sleaford (mixed 11-18 Comprehensive).
- Walton Girls Academy High School Grantham.
- Belvoir High School, Bottesford, Leicestershire



CONTACTS

Address Claypole Church of England Primary School,
School Lane,
Claypole,
Notts NG23 5BQ.

Telephone 01636 626 268

Website www.claypoleprimary.org

Twitter @ClaypolePrimary

Facebook www.facebook.com/ClaypolePrimary

Head teacher **Martyn Wells**

Key Stage Leaders

Chair of Governors **Canon Tony Tucker**

Vice Chairs **Mr Sam Kirk and Mrs Julie Johnson**

OTHER INFORMATION

Type & age range Primary School 4 -11
Church of England

Number on School Roll 180
Full time Pupil Admission Number: 25 per
year group.

School hours 9:00 – 3:30 EYFS – Year 6
Morning 9:00 – 12:00
Afternoon 1:00 – 3:30
School gates open at 8:45 and again at 3:20

Staffing

Everyone who works at Claypole Church of England Primary School has an important part to play and is a valued member of staff. The emphasis at the school is on team work.

Head teacher

Martyn Wells

Key Stage 1 Leader

Lynn Kurvink

Key Stage 2 Leader

Elizabeth Silby

SEND Leader (Interim)

Elizabeth Silby

Administrator

Thomi Doney

TEACHING STAFF

Reception

Lesley Bray

Year One

Annabel Clarke

Year Two/Three

Lynn Kurvink & Holly Watson

Year Four

Tammy Hussein & Emma

Boiston

Year Five

Ben Morgan

Year Six

James Tyrrell

Sports Provision

Inspire+ Coaches

PPA Teacher

Elizabeth Silby & Tammy Hussein



SUPPORT STAFF & TEACHING ASSISTANTS

Rachel Ashton, Sue Coles, Charney Godney, Rachel Hammond, Molly Scaum
Holly Watson & Natalie Webb

COOKS

Mary Ebert & Lesley Ravencroft

PREMISES STAFF

Facilities Manager

Gail Gowshall

GOVERNORS

Governors with children/grandchildren currently at the school are shown *

Chair of Governors

Canon Tony Tucker

Vice Chairs

Sam Kirk & Julie Johnson

Foundation Governor

Revd Tony Tucker

Local Authority Governor

Julie Johnson

Parent Governors

Emily Phillips, Charlotte Dodes

Co-opted

Stephen Jarman, Debbie Beet

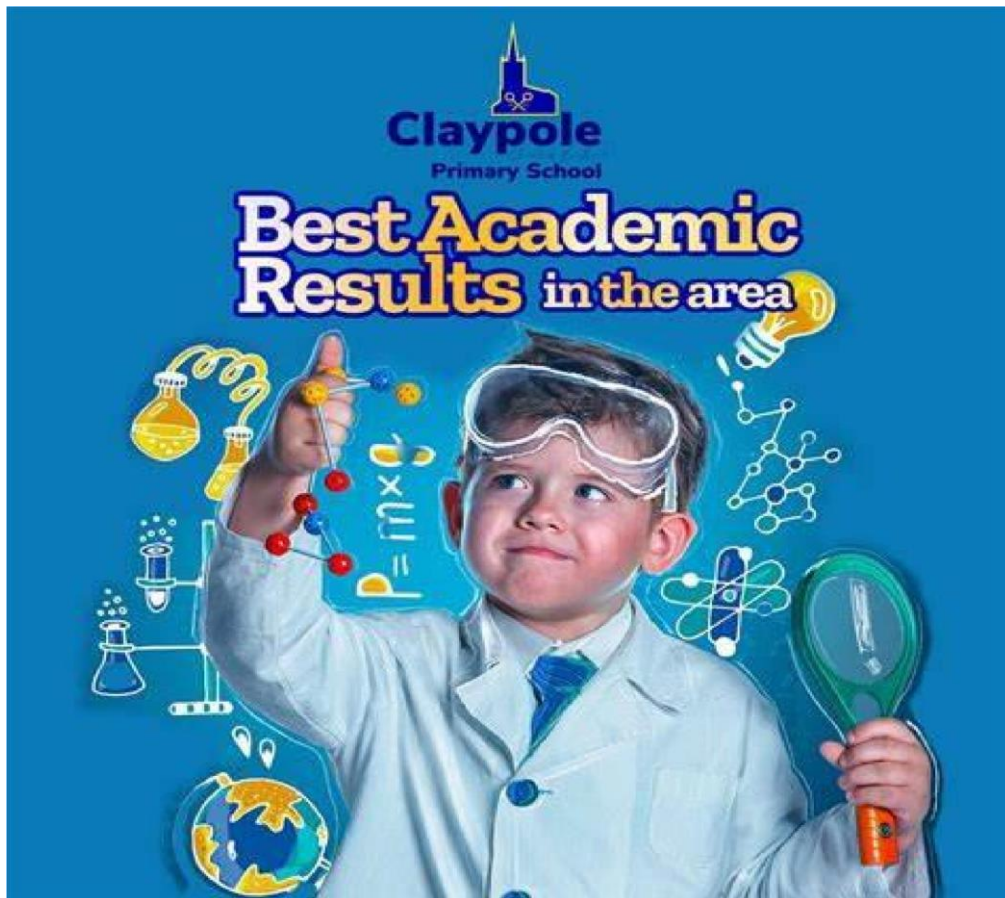
Head teacher

Martyn Wells

Staff Governor

James Tyrrell





Highlights of Claypole Church of England Primary School

VISITORS

- Published authors
- Local Clergy
- Hindu visitor
- Exotic Animals
- Emmanus Trust representatives • Circle Up Drama
- British Adventurer Sarah Outen
- Paralympic athlete Sam Ruddock
- British Olympic swimmer Sarah Allen
- Pride of Britain winner Ben Smith
- Olympic gold-medal hockey winner Shona McCallin
- Egyptian Puzzle Tomb
- Historical workshops

TRIPS

- Ravenstor (residential)
- PGL (residential)
- Our local church
- Lincoln Collection Museum
- Lincoln Cathedral
- Sheffield Arena (Young Voices Choir)
- Cadbury World
- Creswell Cragg
- Gallery of Justice

CHARITY EVENTS

- Children in Need
- Emmanus Trust
- Remembrance Day Poppy Appeal
- Sports Relief
- Lives
- RNLI
- Guide Dogs
- End Polio

CLUBS

- Gardening
- Football
- Netball
- Cross Country
- Magical Maths
- Choir (Young Voices)
- Computing
- Tag Rugby
- Cricket
- Drama
- Yoga

- Multi-skills
- Art Club
- Badminton
- Kurling
- Boccia

COMMUNITY

- 'Winter Wonderland' Christmas Fayre
- Christmas Carol Service & Nativity
- Easter Service
- Christian Unity Week
- Scarecrow trail
- Shrove Tuesday (and Annual Pancake Race)
- Harvest Festival
- Parent workshops
- Film Nights
- Disco
- Summer Social Barbecue
- Summer Fayre ('Clay-fest')
- Quiz Nights
- Parent/Toddler events

OTHER EVENTS

- Book Week & World Book Day
- Mental Health
- Science Week
- Enterprise Week
- Chinese New Year • Diwali
- Safer Internet Day
- Motivational/Inspirational speakers
- Theme Days (ie. British Values Day)

SPORTING EVENTS

- Football Tournament (Regional Finalists)
- Girls Football Tournament (District Winners)
- Mini Olympics
- Cricket Tournament (County Finalists: 2nd)
- Cricket Tournament (District Winners)
- Legacy Challenge (Gold Award)
- Cross Country Tournaments
- Athletics (District Winners)
- Boccia
- Kurling (District winners)
- Netball League (District Winners)
- Golf Festival
- Tag Rugby (District winners)
- Tennis (County Finalist)

