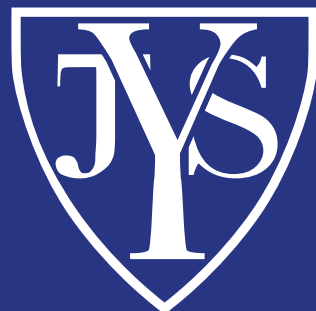


# PROSPECTUS



## Yatton Schools

Jo Keeble – Executive Headteacher



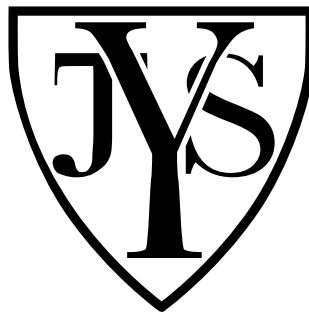


Across both schools, in every class we use a common language and vocabulary to promote and develop the positive learning behaviours we think are important in supporting the children to become effective life-long learners.

These are:

- Collaboration
- Confidence
- Curiosity
- Resilience
- Resourcefulness
- Responsibility

Staff discuss these behaviours with the children and they recognise and praise them when they are seen to be trying hard to apply them in their day-to-day learning.



Together is better;  
achieving excellence in happy schools

## Dear parents

It's great that you are reading this prospectus for Yatton Schools. There is so much on offer in both Infant and Junior levels, and we very much hope that this prospectus will reveal those opportunities to you and show why we are a great place for your child to develop and flourish from ages 4 to 11 (Reception to Year 6).

We build on the firm foundations you have created in your child's early years and enjoy working with you to maintain that momentum. We work hard to help children develop a love of learning and strive to provide a rich and broad curriculum. Above all we want your child to be happy, to feel secure and enjoy coming to school.

The support you give to your children and the school is a major factor in the success of Child and School. In the past, parents have contributed through their involvement as Governors, as members of the School Association, voluntary help in the school and most significantly as parents who spend time with their children – reading, writing and showing interest in their child's development.

Finally it is our firm belief that it is every child's entitlement to receive the best education possible and it is our very real intention to provide that standard of education for your child and ensure that children leaving these schools do so with self-confidence, high self-esteem and an excitement for their future.

*Executive Headteacher* Jo Keeble  
*Chair of Governors* Ian Harris

*Address:* Yatton Schools, High Street, Yatton BS49 4HJ  
*Email:* office@yattonschoools.co.uk  
*Web:* www.yattonschoools.co.uk

# Our Schools

Our schools share a campus that is situated in the heart of Yatton. Most pupils come from Yatton; others travel from nearby hamlets and villages. The Infant School has links to the Richard Durban Charitable Trust. The Trust, set up in the 18th century to educate 'the poor of Yatton', provides two Foundation Governors. The Junior School is a Church of England School and has its own distinctive Christian character. The Diocese also has two governors on the Board of Governors.

Both schools joined the Lighthouse Schools Partnership Multi Academy Trust on 1st April 2018. The Lighthouse Schools Partnership (LSP) is made up of Gordano, Backwell and Chew Valley Academies together with a wide range of Hub Primary Schools - we are in the Backwell Hub.

The School's Mission Statement is:

**Together is better; achieving excellence in happy schools.**

**We say to the children: We want to Grow, Celebrate and Make a Difference**

# Our Core Aims:

- Achieve academic excellence by providing a broad curriculum that is stimulating, creative and which encourages enquiring minds, independent thinking and risk-taking.
- Respect the views of all stakeholders with faith or no faith.
- Develop a strong sense of school identity and belonging for all children and staff.
- Strengthen partnerships with parents and community to promote social cohesion.
- Foster an environment that promotes self-awareness and wider opportunities for learning, equipping children to flourish in an ever changing world.
- Uphold standards of excellence in behaviours, nurturing positive attitudes towards learning.
- Celebrate children's achievements in a wide variety of fields, raising self-esteem and instilling a sense of pride.
- Ensure staff feel supported and valued, enjoying their contribution to children's education.

## Our shared goals are:

- Help learners become happy, creative and confident.
- Provide the learning that realises the full potential of every child.
- Provide the learning that develops the skills that children will need to flourish in their future.

## Our behaviour expectations are:

**At Yatton Schools, our behaviour expectations are based around 3 rules:**

- To be **Safe**
- To be **Ready**
- To be **Respectful**

These three rules encompass a variety of different behaviours that we expect in school and are intended to provide a simple way for the school community to talk about behaviour, understand behaviours and remember what is expected.

We celebrate children who show behaviour that is **SAFE, READY and RESPECTFUL** through classroom rewards designed by teachers in collaboration with their class at the beginning of the year (through the PSHE Jigsaw scheme).

We always aim to give first attention to those doing the **right thing** – the **expected behaviours** – to make learners feel important and valued. This may be achieved in various ways: for example, through positive comments, positive notes, meeting and greeting children at the door, recognition boards in the classroom. We celebrate children who show us behaviour which is **'above and beyond'** our expectations – through sending postcards home, for example.

We take **any incidents of bullying** very seriously and aim to deal with them swiftly and efficiently. We invest a good deal of time exploring bullying

issues with the children, including the effects and impact of bullying behaviours, through our PSHE Jigsaw programme, Anti-Bullying Week materials and activities, class discussions, and in whole school assemblies and collective worship built around our school values.

## Our shared values are:

RESPECT	FORGIVENESS	GENEROSITY
TRUTHFULNESS	FRIENDSHIP	TRUST
JUSTICE	COMPASSION	PEACEFULNESS
LOVE	EQUALITY	COURAGE

It is our belief that our schools should provide each child with the opportunity to develop his/her talents within a supportive and caring environment. We believe that it is right for each child to receive the preparation appropriate to his/her needs and abilities, which will fit him/her for the future stages of education in school and beyond.

The schools are committed to promoting the concept of a multicultural, multi-ethnic society. Governors, staff and parents make it clear that any form of abuse, racial or otherwise, is unacceptable as is any form of prejudice or discrimination. Positive steps are taken to instil these principles. We believe in equal opportunity for all.

# The Yatton Schools Local Governing Board

To clarify what the Local Governing Board does within and for the school, we have summarised governor responsibilities.

## Local Governing Board

We provide the following to the school and its senior leadership team:

- A strategic view of the school by establishing a vision and setting the purpose and aims of the school within an agreed policy framework. We appoint and performance manage the headteacher, agreeing the school improvement strategy;
- Monitor and evaluate the work of the schools by reviewing the performance of the headteacher, the effectiveness of the policy framework, progress towards targets, and the effectiveness of the school improvement strategy;
- Sign off the self-evaluation process and respond to school improvement strategy and Ofsted reports as necessary. In addition, we hold the headteacher to account for the performance of the school and ensure that parents are involved, consulted and informed as appropriate.

## Pupil Quality Assurance Committee (PQA)

We provide an overview on Curriculum & Teaching, Safeguarding and Communication, providing both review and recommendation to the governing body.

## Business Committee

We provide an overview on Finance, Staffing, Training, Premises and Health and Safety, providing both review and recommendation to the governing body.

A schedule of our current governors is provided. These roles are fed by many routes, one of which is parents elected by parents. We very much hope that when these opportunities arise that you will be interested in joining the board of governors – in this way we can constantly ensure that we are in tune with the needs of pupils, parents and the school.

Membership of the Local Governing Board  
(as at May 2025):

*Jo Keeble . . . . . Executive Headteacher*

*Chair: Ian Harris . . . . . Co-opted Governor*

*Vice-Chair: Mike Sewell . . . . . Foundation Governor  
(Diocese)*

*Liz Wakely . . . . . Staff Governor*

*Wendy Griggs . . . . . Foundation Governor  
(Durban Trust)*

*Katherine Hatch-Morelli . . . . . Co-opted Governor*

*Nicholas Ogborne . . . . . Co-opted Governor*

*Christopher Stoate . . . . . Co-opted Governor*

*Amy Owen . . . . . Parent Governor*

*James Cumming . . . . . Parent Governor*

*Natalia Sokolov . . . . . Parent Governor*

*Kirsten Matthews . . . . . Parent Governor*

# Admissions:

If you are considering applying for a place at either Yatton Infant School or Yatton Church of England Junior School, please contact the school office. They will be only too pleased to answer any queries that you may have and to arrange for a member of the Senior Leadership Team to show you around.

In accordance with our Admissions Policy, children are able to start school in September of the school year in which they become five. Most children are admitted at this time. 4 year olds may be admitted at the start of the term of their fifth birthday. All children must start school the term following their fifth birthday.

Please note that there is no automatic transfer to Year 3 in the Junior School for Year 2 pupils who attend the Infant School and an application will still need to be made.

Both schools have an admission number of 60 pupils per year group from Reception to Y3 and 90 in Years 4-6 for September 2024. Should the schools be over-subscribed with applications, allocation of places will be made in accordance with North Somerset Council's over-subscription criteria.



## Admission arrangements for pupils with disabilities:

The schools welcome children with disabilities. We are proud of the care and support we give, to enable all children to take their place within our school community. Our school buildings provide excellent facilities and have been designed to allow disabled access to all areas.

## The school buildings and facilities:

The Reception classes are in the original infant school that was built in 1999. It is a beautifully designed building catering for the needs of children today. All classrooms have direct access to the play areas and are light and airy and well equipped.

We have a fantastic playground, designed by the children and part-funded by our hard-working Parents Association. There is a designated Foundation Stage playground with climbing frames and a sandpit. In Key Stage 1 currently there is an Astro-turf area with play equipment. The playground layout ensures all children have a happy, energetic playtime.

The Infant School is linked to the Junior School buildings by a modern link extension, which gives the schools a shared entrance and school office.

The Junior School was transferred to this site in 1967 and although the buildings are older, it enjoys 12 spacious classrooms and practical areas.

Both schools benefit from large halls, well-equipped ICT Suites, libraries as well as bases for our Learning Mentors. The Junior School has a bright and airy dining room (also used by our Infant Year 2 pupils). The Food Technology Room in the Infant School is used by pupils from both schools, showing the benefits of collaboration.

The Junior School has two large play areas and shares the use of the Infant Astro-turf currently for some sports activities.

## School safety and security:

Our schools are a secure environment. For Infant pupils and those in years 3 & 4, children are handed over directly to their class teacher at the start of the school day and returned to the person collecting them at the end of the day. We recognise that older pupils may make their own way to and from school, although it is helpful if we know this in advance.



Once school has started the playground gates are locked and access to the building is through the main entrance controlled by the School Office. There is twenty-four hour CCTV surveillance of the school premises. Gates are locked at 3.45pm to ensure the safety of those pupils taking part in extended school clubs and activities, and we would kindly ask that parents and carers leave promptly after collecting their children at the end of the school day to enable us to do this.

## School Accessibility Plan and Single Equality Scheme:

The schools are committed to ensuring equal treatment of all its employees, pupils and others in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. The schools have a Single Equality Scheme that outlines the way the school promotes disability equality for disabled pupils, staff and parents and incorporates the requirements of the Accessibility Plan agreed by the staff and governors. Copies of both the DES and the Accessibility Plan are available to download from the school website.

## Induction:

All new children in the Reception classes attend school on a part-time basis during the first couple of weeks of September to help them slowly build up their experiences in new surroundings. This allows your child to become familiar and confident with class and school routines within a smaller class group. Details of this and all information necessary for your child to make a happy start to school life is given to you at the Parents' Induction Evening in June, preceding the start to school. All children are able to start full-time in the Reception Year by the end of September.



Those joining the Junior School in Year 3 will also experience an induction programme during Term 6 to help them with the transition from Infants to Juniors.

## Safeguarding:

Our responsibility to safeguard children requires that we appropriately share any concerns that we may have about children. This may include contacting the Local Authority Lead Officer, Child Protection or the Intake Team, Social Care, who provide consultation and advice for anyone working with children.

We always undertake to share our intention to refer to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult Social Care at this point.

You can see our safeguarding policy which is available to download from the school website.

Our designated person for Safeguarding/Child Protection is the Headteacher.

## Special Educational Needs:

Staff and Governors are committed to identifying and providing for the needs of all children. We have a successful record of provision for children who have barriers to learning in order to ensure they make progress. The systems we have in place enable us to identify a child's academic, physical, social, emotional and behavioural needs so that we can plan how we can best support them.

The Special Needs Co-ordinator (SENCO) works in partnership with parents from the start of a child's SEND journey whilst at Yatton Schools. Carefully constructed Individual Educational Plans (IEPs) or Behaviour plans identify extra support and/or adapted learning or resources needed to meet children's social, academic, behavioural and/or physical needs.

Our school is well resourced to cater for additional needs. We have a Nurture Hub and Support Staff trained in all areas of SEND. When necessary, we also have the support of and work closely with excellent external professionals (Educational Psychologist, Speech and Language specialist, SEND Advisory teacher).

The SENCO also supports parents through the EHCP process, where applicable, and in obtaining funding to support children's specific needs at school.

For more detailed information, please refer to the SEND Information Report on the school website.

## Attendance and absence:

It is important for children to get into a routine of punctuality and high attendance early on in their school life. The doors to the classrooms open for registration at 8.50am for the Infant School and 8.55am for the Junior School. Learning starts promptly so please make sure your child is in school on time. If children arrive after registration they will be marked as 'late'. If they are late to lessons they are likely to miss important input for their learning which can affect progress and confidence. **Please note that if children arrive more than 45 minutes after registration opens this will be recorded as an unauthorised absence for the morning session.**

During the course of the year, we contact parents if we have concerns over a child's absences. This is usually when a child's absence has dropped below 90%. Our expectations for attendance is at least 96% annually. We always look to work with parents to help improve attendance as necessary. If attendance continues to be of concern, the school Education Welfare Officer will contact parents to establish the reason for absences and persistent lateness.

Please notify the school before 9.30am if your child is unable to attend for any reason; the school office opens at 8am each day. A message can be



left on the school's answer phone or emailed to [absence@yattonschoools.co.uk](mailto:absence@yattonschoools.co.uk).

Parents should seek authorisation from the Head-teacher for any absences other than for illness.

## Holidays in term time:

Government regulations make it clear that headteachers may not grant leave of absence during term time unless there are exceptional circumstances as this absence can disrupt a pupil's continuity of learning. "**Exceptional circumstances**" can only be agreed by the headteacher on an application to the school. Any absence over 5 days (10 sessions) within 6 months will incur a Penalty Notice.

# Yatton Infant School

## Our Mission Statement is:

**Our Mission Statement is: Together is better, achieving excellence in happy schools.**

## The School Day:

Doors open ready for 8.50am start in the classroom.  
School day ends at 3.20pm.

## Class organisation:

We currently have 7 classes catering for the needs of children aged 4-7. Concepts and skills are gained by first-hand experiences and great emphasis is placed on 'hands on activities', especially in the Reception classes. Knowledge and understanding is developed using a wide range of information, resources and materials. Teachers work together, within year groups and across the school, to plan the curriculum. Each teacher carefully differentiates it to match the needs and abilities of their particular class.

A variety of teaching methods will be used. Sometimes teachers will address the whole class; sometimes work with small groups or individuals. The method of teaching will vary according to the needs of the child and what is being taught.



## Flourishing after the Fire:

As you are probably aware, the infant school suffered a devastating fire on the 29 May 2023. This fire caused damaged that resulted in some of our beautiful school being demolished. However, every cloud has a silver lining and from the moment the fire became news our local community and communities from wider afield began to roll up their sleeves to help us not only to get the infant school back on its feet but to make it even better. This has been incredible and we are so grateful.

This has been a journey for us over the last couple of years but the first step, demolishing the unstable building, happened very quickly and the second step of creating a new 'pop-up' school was completed for September 2023. We have a temporary school for KS1 on the junior field and the Reception classes remain where they were so that they can continue to use the wonderful outside space that is so important for high quality early years learning.

We are very lucky as we have had support throughout to ensure that we have the resources ready for our children and an incredible committed team of staff who have done everything they can to ensure the children of Yatton Infants continue to have the very best learning and education.

We are now in Stage 3 of the re-build and this year has seen us obtain planning permission for the new design and commence the construction works. We look forward to opening the new building in October 2026.



## The Early Years – Foundation Stage

Children develop rapidly during the early years – physically, intellectually, emotionally and socially. Yatton Infants provides opportunities for children to learn with enjoyment and challenge. We aim to instil a love of learning and for the children to have a sense of pride in their achievements.

Teaching in the EYFS setting at Yatton Voluntary Controlled Infant School is delivered in accordance with the government’s statutory document ‘Early Years Foundation Stage Profile’. This document brings together children’s welfare, learning and development requirements through the ‘Characteristics of effective learning’ which are:

1. Playing and exploring
2. Active learning
3. Creating and thinking critically

We actively promote the ‘Key Aspects’ of effective learning characteristics which are listed in the profile, as we feel strongly that these enable our children to become effective learners. These include:

- being willing to have a go
- being involved and concentrating
- having their own ideas
- choosing ways to do things
- finding new ways
- enjoying achieving what they set out to do

The EYFS curriculum is centred on 3 prime areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

There are four specific areas of learning which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

These ‘Areas of Learning and Development’ address children’s physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

Yatton Infants is rich in resources both inside and outside the classroom; our school provides a stimulating environment and a caring atmosphere in which Reception pupils feel valued and secure.

To engage children in the learning process we give them purposeful, well planned activities but also provide opportunities for them to initiate activities. Staff intervene to provide encouragement and guidance as necessary.

## Reading and Phonics

Phonics is taught daily throughout the Infant school using the six phase Letters and Sounds programme. As children move through the early stages of acquiring phonics, they practise by reading texts which are entirely decodable for them from the Project Phonics, Project X Phonics and Songbirds Phonics reading schemes. Tricky words are also taught as part of the Phonics sessions and words are sent home so parents and children can work on learning these together.

Once children have a secure knowledge of letter/sound correspondences and can blend words confidently, they access our Book Banded reading scheme which has books from various published schemes including Oxford Reading Tree, Oxford Literacy Web and All Aboard from Ginn, and is designed to give children experience of a variety of reading genres. There are fiction and non-fiction books within each level.

In addition in KS1, children have weekly guided reading lessons using the Rigby Star and Oxford Literacy Web schemes. All children are encouraged to select books from the classroom, library or home to share with their parents to encourage a love of reading.

Once children can read fluently and with a good understanding, they self-select books for independent reading from the school library or from home.

## Religious Education:

Religious Education is taught in accordance with national expectations through the Jigsaw RE Scheme. This reflects the fact that the religious traditions in this country are mainly Christian. We also wish to promote the cultural diversity within our community and so the children gain knowledge and understanding of other religions, as well as Christianity, through handling artefacts, discussing ways in which other people live and worship, through pictures, videos, visitors and school visits.

## Collective Worship:

Collective Worship or assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are of a broadly Christian nature, but due consideration is given to the multicultural society in which we live. Parents have the right to withdraw their children from religious education and collective worship should they so wish.

## Relationships and Sex Education (RSE) and Health Education:

Jigsaw, the PSHE (Personal, Social and Health Education) Programme across our school provides units of learning that build on children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. The programme, used in many schools in the area, has been very well received by both children and the staff and is having a positive impact on our PSHE provision from Reception through to Year 6. The Summer Term Puzzles (units) are about 'Relationships' and 'Changing Me' (Term 6). From September 2020, the Department for Education made Relationships Education (and also Health Education) compulsory for all primary school children. These 'Jigsaw' units are the ones that cover most of the elements of Relationships Education and 'Jigsaw' has been updated so as to fully meet the new statutory Relationships Education requirements.

Part of the 'Changing Me' puzzle includes specific lessons to help children learn more about their bodies, how they change, and then understand the changes puberty brings and how human reproduction happens. There is a clear progression to this learning – obviously, the younger year groups are not looking at these issues directly and explicitly, but rather learning correct terminology for body parts and doing the foundation work for learning that will follow in later year groups.

If you would like to find out more information about these resources, please see our school website. Under Learning: Curriculum: PSHE you will find parents' guides to the Jigsaw PSHE scheme and the Relationships and Sex Education. Our PSHE (including Relationship, Health and Sex Education) policy is also available on the website. It is important that you read these documents so that you can appreciate how the Sex and Relationship Education elements fit in with the whole 'Jigsaw' programme. There is an overview of the content for each year group. If you have any questions about Relationships, Health and Sex Education, please get

in touch. We regularly re-evaluate our provision and welcome parents' feedback and suggestions.

## Uniform Policy:

Clothing should be warm, safe and comfortable as well as easy to take on and off. School uniform is optional but worn by most children. The school colours are red and grey. Shoes must allow for the energetic games young children enjoy – please no flip flops in the summer.

- Red sweatshirt or cardigan (this does not need to have the school logo on it)
- White or red polo short-sleeved shirt
- Grey trousers, pinafore dress or skirt
- Red and white check dress or trousers in the summer terms (if preferred)

Please clearly name all clothing.

You can order school uniform online (the links are on the school website on the School Uniform page) but items are also widely available from High Street shops. An order form is also available to download from the school website or to collect from the school office. We also have a secondhand uniform rail with great options for all your needs. For PE, your child needs shorts and a t-shirt, plimsols or trainers as well as a tracksuit as the children go outside all year round. Their PE kit should be kept in a drawstring bag that can be hung on his/her peg. It is extremely helpful if his/her name is on the outside of the bag! Please make sure that your child has a warm coat, hat and gloves for playtime in the winter and a sun hat for when the weather is warmer. We go outside whatever the weather so please make sure that your child has the right clothes so they can enjoy their time of play. A pair of wellingtons is also useful!

2024	
Attainment	
Early Years Good Level of Development - <b>School</b>	73%
Early Years Good Level of Development - <b>National</b>	68%

Year 1 and Year 2 Phonics	
Attainment	
Percentage of children in the <b>school</b> who've achieved the expected standard	93%
Percentage of children <b>nationally</b> who've achieved the expected standard	80%
Percentage of children in the <b>school</b> who've achieved the expected standard	91%
Percentage of children <b>nationally</b> who've achieved the expected standard	89%

Year 2			
Attainment	Reading	Writing	Maths
Percentage of children at the expected standard - <b>School</b>	76%	64%	69%
Percentage of children at the expected standard - <b>National</b>	71%	72%	73%
Percentage of children who've achieved the higher standard - <b>School</b>	21%	9%	14%
Percentage of children who've achieved the higher standard - <b>National</b>	19%	9%	17%
Reading, writing, maths combined - <b>School</b>	34%		
Reading, writing, maths combined - <b>National</b>	61%		

# Yatton C of E Junior School



Yatton Junior School was founded as a Church of England school. The school aims to serve its community by providing an education of the highest quality within the contexts of Christian beliefs and practices. We have close links with St. Mary's and other local churches.

## Our Christian Vision:

**We want to provide a happy, considerate, secure and supportive environment that promotes respect for self and others, valuing friendships and a life-long love of learning – life in all its fullness. (John 10:10.)**

**In short, as we say to the children: 'We want to ... 'Grow, Celebrate and Make a Difference'.**

**'Together is better, achieving excellence in happy schools'**

## Our Goals

- Help children become happy, creative and confident.
- Provide learning that realises the full potential of every child.
- Provide the learning to develop skills that children will need to flourish in their future.
- Provide an environment that encourages and enables human flourishing and fullness of life. (John 10:10)

## The school day

Doors open ready for 8.55am start in the classroom. School day ends at 3.25pm.

## Class organisation

We have 10 classes catering for the needs of children between the ages of seven and eleven. Children are taught in mixed ability classes. However, teachers

will group children by ability for some activities. Your child will, at times, work individually, as part of a group, or with the whole class.

## House system:

In the Junior School, we operate a house system to encourage good behaviour and a co-operative team spirit. All the teachers and children are in one of four houses – Maple (Blue), Oak (Green), Rowan (Red) and Willow (Yellow). Siblings are in the same house. A variety of competitions take place during the school year through which children are given the opportunity to earn merits for their house, with the winning house presented with the House Cup at the end of the year. House competitions include our annual sports afternoon, when all children have the chance to participate in a range of sports-related activities, cheered on by their peers, staff and parents.

## Religious Education:

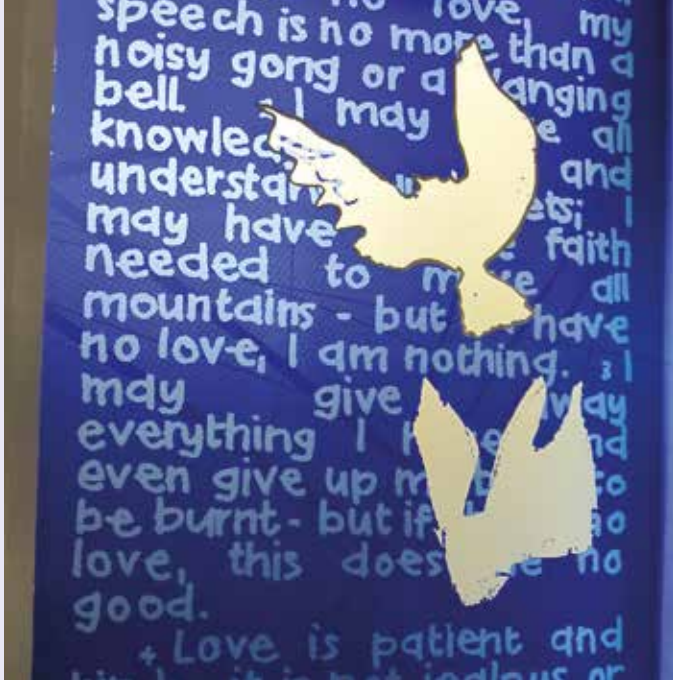
The Junior School is a Church of England School so we deliver Religious Education in line with the Locally Agreed Syllabus, 'Awareness, Mystery and Value (AMV).' Material chosen will be drawn from six major religions, namely: Christianity, Judaism, Hinduism, Sikhism, Buddhism and Islam and according to the appropriate key stage. In addition to using the AMV syllabus materials, for teaching Christianity we use the Church of England resource 'Understanding Christianity'.

The teaching of religions will reflect the fact that the religious traditions in Britain are, in the main, Christian and promote the values of tolerance and respect.

Yatton Cof E Junior School			
Percentage of children in the school who've achieved the expected standard in reading, writing and maths combined - <b>School</b>	44%	Percentage of children in the school who've achieved the higher standard in reading, writing and maths combined - <b>School</b>	0%
National	61%	National	8%

	Reading	Writing	Maths
Average progress that pupils have made between Ks1 and KS2	-0.3	-0.8	- 0.5
Average scaled score - <b>School</b>	105	98	102
Average scaled score - <b>National</b>	105	105	104

Attainment	Reading	Writing	Maths	GPS
Percentage of children at the expected standard - <b>School</b>	74%	56%	66%	56%
Percentage of children at the expected standard - <b>National</b>	74%	72%	73%	72%
Percentage of children at the higher standard - <b>School</b>	28%	0%	12%	0%
Percentage of children at the higher standard - <b>National</b>	29%	13%	24%	30%



expressions of joy and sadness, thankfulness, need and to share concerns and experiences;

- To foster a school ethos of respect for others, and of caring and sharing;
- To introduce and foster spiritual awareness;
- To develop an increasing awareness of the Christian calendar, and other significant festivals from other major faiths;
- To foster an understanding and appreciation of fundamental Christian Values.

## Collective Worship:

Collective Worship or assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are of a broadly Christian nature, but due consideration is given to the multicultural society in which we live. Parents have the right to withdraw their children from religious education and collective worship should they so wish.

As a Church of England School our rationale for collective worship is:

- To develop a sense of the school as a community within a wider community;
- To provide a quality shared experience, creating an atmosphere where reflection and sharing of ideas, values, experiences and understanding is encouraged;
- To allow children to have opportunities to reflect upon their own place in the world;
- To foster relationships with local faith groups – particularly local church denominations.

The aims of our collective worship are:

- To provide the children with a separate part of the day when they can reflect on collective

## Relationships and Sex Education (RSE) and Health Education:

The Junior School is a Church of England School. As a Church of England School, we believe that sex education should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care, faithfulness and forgiveness. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships. Sex and Relationship Education should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

Jigsaw, the PSHE (Personal, Social and Health Education) Programme across our school provides units of learning that build on children’s emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. The programme, used in many schools in the area, has been very well received by both children and the staff and is having a positive impact on our PSHE provision from Reception through to Year 6. The Summer Term Puzzles (units) are about ‘Relationships’ and ‘Changing Me’ (Term 6). From September 2020, the Department for Education made Relationships Education (and also Health Education) compulsory for all primary school children. These ‘Jigsaw’ units are the ones that

cover most of the elements of Relationships Education and 'Jigsaw' has been updated so as to fully meet the new statutory Relationships Education requirements.

'Part of the 'Changing Me' puzzle in Term 6 includes specific Sex and Relationships Education lessons to help children learn more about their bodies, how they change, and then understand the changes puberty brings and how human reproduction happens. There is clear progression to this learning. The Jigsaw 'Changing Me' resources have been shared and discussed by staff, governors and parents and we feel that the content is appropriate for our school; however, we welcome feedback from parents and regularly re-evaluate our teaching of this area. More information about the content is available on our school website: under 'Learning: Curriculum: PSHE' you will find parents' guides to the Jigsaw PSHE scheme and the Relationships and Sex Education. Our PSHE (including Relationship, Health and Sex Education) policy is also available on the website. It is important that you read these documents so that you can appreciate how the Relationship and Sex Education elements fit in with the whole 'Jigsaw' programme'.

## Uniform Policy:

A code of dress along the following lines is encouraged:

- grey or white shirt, blouse or polo-shirt
- grey or green pinafore dress or skirt
- grey trousers
- green jumper or cardigan (this does not need to have the school logo on it)
- grey or white socks
- sensible shoes
- T-shirt and shorts for PE and games – (A PE shirt in house colours is available). A tracksuit or jogging bottoms are useful as the children go outside all year round.

- plimsolls/trainers
- overall or old shirt for art/craft activities
- a bag, marked with the child's name, must be supplied to carry PE kit
- Warm coat, hats and gloves for playtime in the winter and a sunhat for the summer when the weather is warmer. A pair of wellingtons is also useful. Your child will only be able to access the field in the winter months if they have a change of shoes.

You can order school uniform online (the links are on the school website on the School Uniform page) but items are also widely available from High Street shops. An order form is also available to download from the school website or to collect from the school office. We have a secondhand uniform rail with great choices for all your needs.

Please ensure that ALL articles of clothing are clearly marked with the child's name.

The following items are not to be worn:

- jeans
- tracksuits (apart from PE and playtimes)
- bermuda-type shorts for swimming

## Transfer arrangements:

Most of the children admitted here join us from Yatton Infant School and the majority of children leave at 11 years of age to go to Backwell School.

# Curriculum Key Stages 1 and 2

Our curriculum is progressive and our schemes of work ensure the children receive a broad and balanced curriculum that helps to prepare them for life in modern Britain. All of our topics and plans fulfil the requirements of the National Curriculum. This includes strong personal and spiritual, moral, social and cultural development as well as promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

A broad and balanced curriculum uses the new National Curriculum as its basis for Key Stage 1 (Year 1 and Year 2) and Key Stage 2 (Year 3 to Year 6 inclusive). You will find details of our Foundation Stage Curriculum on the pages specific to Yatton Infants.



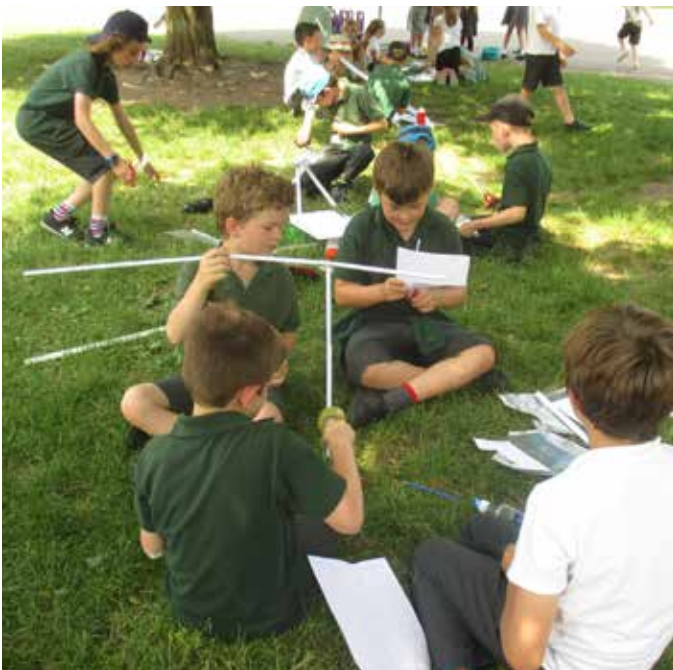
## English

We believe that English skills should be embedded throughout the curriculum and with this in mind we strive to ensure that they are woven into all aspects of learning. This cross curricular approach enables the children to write for a real purpose and to make links between subjects. Each Year group follows their Programme of Study information on this and the progression through the years can be found on our website. From Reception onwards, lively, structured teaching



combined with meaningful assessment ensures continuity and progress in all aspects of English; at the same time it ensures the essential element of pleasure in reading and writing is maintained. Through stimulating reading material and a home-school partnership, a love of reading is encouraged from the very beginning. At Key Stage 2 children are introduced to higher-order skills; opportunities are provided for them to read for different purposes, to develop information skills and to write for a range of audiences.

## Mathematics



We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future. Each year group follows their Programme of Study. Our termly curriculum is on the school website, and provides lots more detail on the specific aspects of mathematics taught each term. We use a rich variety of models and images to support children to develop a deep conceptual understanding of mathematics. To ensure our children become confident and fluent in the fundamentals of mathematics, we have a whole school approach to developing the four operations. This is shared with adults and parents

to ensure children develop secure understanding before refining the method to an efficient written format. This progression is published on our school website- under Calculations Policy. We believe that if children understand what they are doing, and are in control of their learning, mathematics will not be a mystery to them; rather, it will be a totally safe and reliable tool from which much intellectual and aesthetic excitement can be derived.

## Science

The curriculum is delivered through four main themes:

- scientific enquiry;
- life processes and living things;
- materials and their properties; and
- physical processes.



Children are given many opportunities to see what is going on around them. Our grounds and the local area are an excellent resource, such as for children looking for mini-beasts. Classes study topics which are revisited at higher levels as the children progress through the school.

Children recall their earlier experiences, see that things in their world behave in the same way given the same circumstances and they develop their concept of a 'fair test' to investigate and experiment. Pupils are challenged to say, using scientific vocabulary, why processes and events occur; they use their knowledge to make and test predictions.

## Computing

Pupils use computers in school to access information, to present their own ideas, to control devices, to manipulate music, to interact and to communicate.



They learn specific ICT skills in lessons in our computer suites or using tablets. To aid their work in all subjects, children use a range of software as well as the internet. The computing programme of study places a large emphasis on coding. All pupils learn to code and create their own programs/apps.

## Design and Technology

Our pupils are encouraged to develop their ideas and designs and then to see if they work! A range of design tasks challenge children working individually, as part of a group or as a member of their class team. Ideas need to be researched and then amended as their findings provide further information. A variety of skills, developed using different tools and media, are used in projects.

## History

Exploring the past is brought to life and made exciting. Children, who naturally want to find out more, are taught to develop their research skills. Stories, artefacts, role play, trips and visitors all contribute to learning just how and why the past is different from the world the children live in today. The history of our school and our village, as well as British and world history, all contribute to a curriculum that explores the social, cultural and technological differences between these differing eras and the experiences the children have of the world today.

## Geography

Pupils learn to ask geographical questions about people, places and environments and use geographical skills and resources such as maps, photographs, atlases and ICT.

Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They carry out geographical enquiry inside and outside the classroom. Barnaby Bear is there to help them; he can travel with them on their holidays and send back postcards to the class.



Key Stage 2 children increase the area and scale of focus and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it.

## Art and Design

Through really looking and examining the world around them, children explore and develop their skills in recording their observations and ideas in a wide range of media. Children are encouraged to examine and marvel at those everyday things that can so easily be missed, such as the colours of an eye or the patterns in leaves.

The works of other artists, both in school and in the wider world, are explored and children are encouraged to express their views.



## Music

Pupils develop their ability to listen to and appreciate a wide variety of music and to make judgements about music quality. We seek to provide an environment rich in resources to cultivate a love of learning in this area. Much of the work is practical with 'hands on' activities and involvement for all children. Music plays a big part in the life of both schools.



## Physical Education (PE)

Activities our pupils experience include dance, games, gymnastics, swimming, athletics and outdoor adventure. They acquire and develop skills, select and apply these skills using tactics and compositional ideas, and then evaluate and improve performance to gain knowledge and understanding of fitness and health.

The National Curriculum requires that key stage 2 children are taught to swim. As we believe that all children should learn to swim as early as possible, we give all our pupils the opportunity to have swimming lessons in Year 3. This enables our pupils not only to learn to swim but also subsequently to develop their swimming skills and to gain confidence.

Teams from our Schools are involved in all North Somerset competitions and an annual sports meeting gives every child in the school an experience of competing in a series of skills based activities as well as sprint races. In the Junior School every year the children participate in a mini-marathon.



## All Stages

### Personal, Social and Health Education (PSHE)

From their first days at school Yatton pupils are encouraged to feel valued and confident within their setting and to establish positive relationships, attitudes and skills for lifelong learning. We believe PSHE is fundamental to all other areas of learning, for unless children feel good about themselves and feel they belong within a group they will not learn effectively. The 'Jigsaw' PSHE scheme is used across both schools. 'Jigsaw' integrates personal, social, health and economic education with an emphasis upon emotional literacy, mindfulness, mental health, spiritual development and cultural awareness. It aims to build the children's capacity for learning and equip them for life. Each year group covers the same theme ('puzzle') at the same time during the year: 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'.





## Pupil Premium and help to pay for extra-curricular activities

Although all Infant pupils are now offered a free school lunch, if you think your child would be entitled to a free school meal benefit because of your income or circumstances, it's essential that you still apply for this in the usual way before your child starts school, or at any time that your child is in school if your circumstances change. This is because Pupil Premium funding is granted to schools based on the number of their pupils who are entitled to receive free school meals benefits. For every pupil entitled to claim free school meals, the school receives over £1,515 per year and for six years after any entitlement for free meals ends. We can use this money to help your child make good academic progress as well as pass on some of this funding to parents to enable children to access extended school activities, such as music lessons or clubs after school or even funding to buy books. Please ask the school office for more details.

## Extra-Curricular Activities and Extended Schools Provision:

The Schools aim to provide a range of after school activities for the children across both schools. These vary from year to year, but have included cheerleading, computer clubs, sewing, multi sports, street dance, football, tennis, cricket and rounders.

In addition to classroom music lessons, pupils from Year 2 upwards have the opportunity to learn an instrument with tuition delivered by peripatetic teachers from the North Somerset Music Service. Year 2 pupils generally learn the recorder, but children in the Junior School can choose from the guitar, wind, string or brass instruments. There is a charge for this music tuition.

The Schools also run a successful Breakfast Club and After School Club for both Infant and Junior School children. We accept childcare vouchers for these services.



## Lifestyles:

We help our pupils learn how to live a healthy lifestyle as they grow up. Our children stay healthy at school because they are encouraged to:

### Take part in vigorous physical activity

Besides PE lessons our younger classes have lots of opportunities for physical play, using bikes and other equipment outside. Our older children have



the opportunity to take part in a wide variety of extra-curricular activities, and everyone is encouraged to have active playtimes.

## Eat healthily

The Junior School has a kitchen which produces a range of wholesome, tasty meals for pupils in both schools. The School is part of a catering contract with other local schools, and an up-to-date menu is provided. All Infant School children are entitled to a FREE school meal and uptake of school lunches is strongly encouraged. For Junior pupils school lunches are payable via Aspens Select. You will need to pre-book meal choices for Infant and Junior children on the online system by 8.00am on the day (although you can order weekly or monthly in advance if you wish)

Children may also bring packed lunches if you wish. Pupils who choose to bring their own packed lunches are encouraged to bring a healthy mix of sandwiches and fresh fruit and vegetables. A drink should be brought to accompany the lunch. Children should not bring drinks in glass bottles or breakable flasks.

To encourage healthy eating habits, sweets are not allowed in school. Infant pupils have fruit provided for morning break (as part of the School Fruit and Vegetable Scheme). Junior pupils may bring in a healthy snack or make use of the healthy tuck shop for morning break.

Infant pupils enjoy free milk every day until their 5th birthday, after which parents/carers can opt to purchase milk for their child. The school pays for all those children entitled to Pupil Premium funding to have school milk across both schools.

Please do not provide cakes or sweets to share with other pupils on birthdays.

## Drink to think

Research has shown that our brains need hydrating regularly. Children must bring a sports bottle of water to school each day, which they can have in the classroom to use throughout the day. This should be in addition to their lunchtime drink.

## Learning College:

The Learning College was developed a number of years ago as a way of providing children with a wide variety of learning experiences chosen by themselves. The children tell us what they would like to do and from their ideas we put together a range of courses that usually run for one afternoon over 4/5 weeks. This happens a couple of times a year and is very popular. Over the past few years, the courses have included: karate, netball, tennis, cookery, sewing, jewellery making, animation, music and songs, drama, gardening and street dance amongst many others.



## Educational visits:

Every child enjoys a rich variety of school activities. These are organised as part of the curriculum and include visits to museums, farms and participation in music festivals. Sometimes, we like to take the children out of school to study the local area in connection with topic work. Children are always properly supervised with the appropriate number of adult helpers. We do need your permission to take your child out of school, and we seek your permission on the admissions form so that your child can be included in these educational activities for the time that they are in school. We also take the children on school trips involving transport, but will **always** seek permission separately for these trips outside of the local area. The school has insurance in respect of all visits and trips outside of school.

We also invite visitors into school such as storytellers, authors, poets, musicians and theatre groups. These trips and activities are costly and although often subsidised by the School Association we do ask for voluntary contributions from parents. As these events and visits are considered to be voluntary you are under no obligation to pay. However without your contributions we would not be able to offer these activities and visits. (No child will be excluded from any activity through the inability to pay.)

## Health and welfare:

It is important that we are notified of any medical problems that your child may have. If your child requires medication during the school day, please come to the school office to complete a form authorising administration of medication.

Please ensure that we have up to date contact details for you in the event of illness or an emergency at school. All absences due to infectious diseases should be notified immediately so that a watch can be kept on other children. We also ask that you keep your child at home if he/she is obviously in the infectious stages of a



cold. To prevent the spread of stomach infections, please keep your child home for 48 hours after any diarrhoea or vomiting.

Children are encouraged to wash their hands at lunchtimes before eating their meal. If incidents of head lice are reported, we will advise parents and carers in that class so that they can be particularly vigilant, but would encourage all families to be on the look-out for head lice so that we can reduce their spread in school.

Often circumstances at home (e.g. redundancy, divorce, bereavement) can influence a child's performance or behaviour in school. If we are aware of these, your child's class teacher can react sympathetically. In addition, Liz Wellings and Karen Powell are the Learning Mentors for Yatton Schools. Their aim is to be on hand to listen and try to provide the child with strategies to deal with their feelings and emotions whilst in school in a non-judgmental environment. We would encourage you to contact us immediately as small worries can soon become big ones. We will naturally treat all information as confidential and information will be shared on a 'need to know' basis only.

We would also appreciate you letting us know if your child is experiencing any difficulties at school. Please contact your child's class teacher, the Head or Deputy Headteacher to discuss the matter.

For reasons of health and safety, the governors operate a no smoking policy in all school buildings and in the school grounds. The policy covers any functions held in the school outside normal school time as well as during the school day.

## Emergencies:

It is our policy to keep the schools open if at all possible. Very occasionally bad weather or a failure of public services, such as a breakdown in heating or hot water supply, may mean that the school/s cannot open, or have to close. Please be aware that this may affect one school, but not the other.

If we know in advance, we broadcast the news through BBC Radio Bristol, the school website, email and/or text, and by notices outside the school gates. If, having opened normally, the school needs to close, we would not allow children to leave until collected by a parent or nominated adult. Should we need to evacuate the school grounds in an emergency, all pupils will be taken to Hangstones Pavilion.

It is vital for us to have a telephone number where a parent, relative or friend can be contacted during school hours, especially in an emergency. If you change your contact details, please advise us of your new details immediately.

## Parent partnership:

It is certainly true that a good school is an extension of a good home and the word partnership best describes the way we see our role. It is important, therefore, that school and home work together. Our common interest is your child's future.

You are your child's first educators and we are proud to share that responsibility with you as your child grows and develops. We shall seek your involvement from the beginning, through your child's Home/School Agreement and your child's Annual Report at the end of the summer term. Every year we hold information meetings for parents, these include a Foundation Stage Curriculum meeting, Year Group meetings and Parent Consultations. We endeavour to keep you up to date with everything that is happening in school. We issue an Annual Planner to parents at the start of the academic year and communicate with parents via monthly newsletters. We use ParentPay to communicate with parents. We also have a comprehensive school website.

We are very fortunate to have a lot of parents (Mums and Dads) and grandparents, who are willing to come into school on a regular basis to work with the children. Activities, such as cooking, sewing, reading, number games and

library periods are able to be experienced more frequently because of the willingness of our volunteers. There will be many opportunities for you to visit the school for various functions during the school year.

## Community links:

The school has strong links with the community. Through the work of the School Association, the Summer Carnival and Firework Display have become well-established village events. The Board of Governors is grateful to all members of the Association for their commitment and hard work in supporting the school, and for the continuing generosity of the local community at these events.

## Yatton Schools Association:

There is a very active School Association across both schools. All parents automatically become members when their child starts school here. The Association organises many events through the year. The Association works hard to organise events that not only raise funds to provide equipment for the school but also for the enjoyment of the children, the involvement of the family and opportunities for everyone to meet on a social basis. They do a fantastic job for the schools and it is important that parents continue to get involved.

## School transport:

Free transport is available for all children who travel from Kingston Seymour. Enquiries should be made directly to School Admissions and Transport Team. Tel: 01934 634715.



## Road safety and parking:

No parents or carers cars are permitted on the school site at the beginning and end of each day unless they have a parking permit. Parents have to apply for permits and will only receive one if there is a Health and Safety reason for parking on site e.g. a disability in the family.

## Toys, valuable items and mobile phones

Valuable items should not be brought to school unless it is for a class project. Toys should not be brought in for any reasons unless the class have a special 'toy day'. If toys or any other items are brought into school they do so at the owners own risk and staff will not be responsible for any lost or missing items. The wearing of jewellery is discouraged for safety reasons. Earrings may be taped for PE.

Should it be necessary for older pupils to bring a mobile phone to school, it should be handed in at the start of the school day and collected from the teacher at the end of the day.

## Lost property

Please name all items of clothing and personal effects to help us get mislaid items back to your child. Named items will be returned to the owner (or, if appropriate, give one month's notice for the owner to collect the property. In these circumstances, if the property is not collected, the school will, in effect, own the property). Valuable, delicate or small items of lost property will be kept in the school office. Larger items of unnamed items of lost property will be put in the lost property bins which are accessible to pupils and parents/carers at the end of each school day. Lost property will also be displayed at least once per

term in the playground. Any unclaimed items will be stored for six months, after which items will be donated to charity, or sold with the proceeds going to school funds.

## Insurance:

The Lighthouse Schools Partnership is not responsible for, and does not provide, personal accident benefits for pupils. Parents who require the provision of such benefits should make their own arrangements with their insurer or broker. An accident insurance scheme has been arranged for pupils of both schools. Mention of this scheme is for information only and the school's are not to be assumed to be endorsing it or otherwise. In particular, parents should satisfy themselves that the cover provided by any policy that they are thinking of taking out is adequate for their own and children's requirements.

When we take children out of school on educational visits, personal accident cover is arranged for each child (and accompanying adults).



# Notes



# Term dates 2025-2026

Term 1: Tuesday 2 September 2025	– Friday 24 October 2025
Term 2: Monday 3 November 2025	– Friday 19 December 2025
Term 3: Monday 5 January 2026	– Friday 13 February 2026
Term 4: Monday 23 February 2026	– Thursday 2 April 2026
Term 5: Monday 20 April 2026	– Friday 22 May 2026
Term 6: Monday 1 June 2026	– Wednesday 22 July 2026

School will also be closed for the May Day Bank Holiday on Monday 4 May.

## In Service days

The school year is based on a calendar of 195 days. Five days are to be used for staff professional development which means that schools will be open to receive pupils for the legal minimum of 190 days (380 sessions).

Inset days are:

- Tuesday 2 September 2025
- Wednesday 3 September 2025
- Monday 3 November 2025
- Friday 16 January 2026
- Friday 13 February 2026
- Monday 22 June 2026

# Yatton Schools

Jo Keeble – Executive Headteacher

