



New Brancepeth
Primary Academy



We are all STARS



Welcome to New Brancepeth Primary Academy

Our school is a vibrant, welcoming and safe place to learn driven by high expectations. We focus on **'We are all Stars'**. We strive as a team to inspire confidence, develop resilience, promote democracy and give children a voice to be heard, recognising only the best is good enough. We challenge children to believe in and reach beyond themselves so they leave us proud of their achievements and are ready to make their next steps as confident and responsible citizens in an ever-changing world.

Welcome to New Brancepeth Primary Academy; thank you for your interest. We hope that you find this prospectus a useful way to find out about our expectations, values and ways of learning. If you have any further questions or queries, we encourage you to come and visit us and speak to any of our committed and welcoming staff team.

We ensure that our staff and wider community feel valued and included; they take an active role in the life of our school through a variety of events and initiatives such as stay and play events, fairs, parents evening, etc. We aim to provide a network of support for everyone to access in a way that is appropriate to their needs and feelings, acknowledging that not everyone can be happy all of the time. This is achieved through our specially trained staff, our links to partner agencies and highly effective communication with parents. As parents you

are an important part of your child's learning journey and partnerships between home and school are essential for children to be successful.

We aim to ensure that every child in our care feels safe, secure and happy. We welcome all feedback on our development as a growing and improving school. Thank you for taking the time to read this message.

"Pupils' personal development and welfare is a key strength of the school. The caring, inclusive ethos of the school ensures that pupils are safe and happy."

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Attendance

National and international research has shown that those who attend school most regularly make the very best academic and social progress. As a result, we monitor school attendance closely; we expect all children attend at least 96% of school and have a whole-school average target of 97%. We report to parents termly on their child's attendance through our Traffic Light Tracker system.

Holidays in term time are not allowed unless there are exceptional circumstances and even in these

circumstances a maximum of only five school days will be authorised.

If your child is unable to attend school, please inform the school office before 9.15am on the day of absence. We request that any medical or dental appointments are made outside of the school day. Where this is not possible, and a medical or dental appointment cannot be arranged outside of the school day, we ask that you inform school prior to the appointment.

Admissions

We are a small, growing Primary Academy. This means that (where possible) we have one class per year group across the school. We also operate a twenty-six-place nursery for 3 and 4 year olds and a four-place nursery provision for 2 year olds across our morning and afternoon sessions. As part of this, we offer 30 hours provision. Nursery admissions are handled by staff in

school. Further details can be found in this prospectus, the school website or by visiting the school. Main-school admissions are handled by the Local Authority, please see their website for further details. Parents considering sending their child to New Brancepeth Primary Academy are very welcome to make an appointment to visit the school and meet the Headteacher and staff.

Wraparound Care

Our breakfast club runs from 8.00am and can be booked via our online payment system Schoolcomms.

We run a range of after school clubs and these are allocated on a first come first served basis. Clubs are advertised termly in advance and can be booked and paid for using our online payment system Schoolcomms.

School Day

8.00–8.45am

Breakfast Club

8.45am

Morning Session

11.45am–12.45pm

EYFS Lunch Break

12.05–12.50pm

KS1/2 Lunch Break

12.50–3.30pm

Afternoon Session

3.15pm

**EYFS, KS1 and KS2
End of Day**

3.15–4.15pm

After School Clubs

"A range of clubs and before school provision enrich the curriculum. This has a positive effect on pupils' social development and adopting active lifestyles and supports their learning after the school day."

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Uniform

Our children take great pride in their school uniform:

- It is both practical and appropriate;
- It gives children a sense of belonging and inclusion;
- It portrays a strong, smart and respectable image to the general public;

Our uniform consists of:

Nursery

As whole school uniform (based on parental wishes), but children are permitted to wear black jogging bottoms for ease in EYFS.

From Reception to Year 6

Our school uniform colours are in red and grey as listed below. Most items can be bought from high street shops.

- Tartan or grey skirt/pinafore dress, red and white summer dress in summer
- Grey trousers/shorts in summer (not leggings)
- White polo shirt
- Red jumper or cardigan (also available with school logo)
- Waterproof coats, with the school logo, which are suitable for boys and girls are also available
- Plain black polishable shoes

- Makes children easily recognisable while out on educational visits;
- Saves the age-old arguments about what to wear for school.

Shoes should be flat, plain black, polishable and appropriate for school. Please do not send your child to school in shoes which prevent them from running in the playground or on our school field. Your child should be in shoes which he or she can manage to do up independently. In the interests of health and safety, tight skirts/dresses, sun dresses, sleeveless t-shirts and crop tops, are not permitted.

For health and safety reasons children are not permitted to jewellery such as earrings, necklaces or rings at any time unless for religious observance. A simple wristwatch may be worn by children if they wish.

PE KIT

Children need a change of clothes and footwear for PE for health and hygiene reasons. If they do not have a PE kit as listed below, they are asked to attend school in their normal uniform. Class teachers will communicate other PE days for their classes so that you can prepare your child with their kit.

- Plain black shorts
- Plain t-shirt in your child's team colour (you will be notified of the colour)
- A pair of plimsolls (indoor) or trainers (outdoor)
- Plain black/grey jogging bottoms and sweatshirts/hoodies for outdoor lessons in cold weather – elasticated ones are essential for younger children

All school uniform and PE kit **MUST** be named. Children can become upset, and much time can be wasted as a result of lost clothing. Please help us by naming everything.





Curriculum

At New Brancepeth Primary Academy, we aim to provide children with a pathway to discover themselves and the world around them. Learners leave us with the independence to make a positive contribution to their community and wider world.

Our curriculum focuses on developing basic skills, vocabulary and a sense of the wider world. We try to instil in our children that education is the key to becoming a successful adult and link our plans to reflect our unique context, where appropriate, and the impact of this on the lives of our children. We recognise that reading is key to academic success. There have been significant developments in our reading curriculum and offer over recent years, and given its importance, this continues to be prioritised in school to sustain developments made and to provide contextualised learning in wider subjects to secure knowledge.

Throughout school, developing children's experiences of the wider world and beyond their immediate surround-

ings weaves through the curriculum with enrichment opportunities, visits and visitors plotted termly for all year groups. Key figures are used to develop children's knowledge and understanding of diversity and these often link to our Little People, Big Dreams books. We place great emphasis on inclusion and accelerating the progress for all children regardless of their starting points. Inclusion is promoted through quality first teaching within classrooms and, where appropriate, targeted interventions linked to individual support/learning plans.

Personal development weaves through our curriculum through our core aims for children to ensure they leave us as well-rounded individuals, ready to take the next steps in their school career with confidence.

We recognise the importance of physical and mental health and have developed a Resilience Passport for each year group to support this development from Nursery to Year 6 linked to our core aims:

- D** – to discover
- I** – to be inventive
- S** – to be secure
- C** – to be confident
- O** – to be open minded
- V** – to be versatile
- E** – to be empathetic
- R** – to be responsible
- Y** – to be yourself

These passports are a key aspect of our personal development offer, together with PSHRE lessons and our planned opportunities for SMSC. There are three

core themes throughout our curriculum in each year group: **family**, **community** and the **wider world** with a fundraising event linked to one of these. By threading these as 'Project Outcomes' through our curriculum, we support the development of British Values and further develop our core aims of empathy and responsibility.

Closing the vocabulary gap is important to us. Our curriculum is designed, and key vocabulary is identified for each subject so that it is progressive across all year groups. We have used the key components of the EYFS framework and National Curriculum to plot our curriculum objectives, key learning, vocabulary and progression within this and operate a progressive curriculum within the context of these documents. Where appropriate, links are made between subjects to support children's understanding. As a small primary school, we have constructed a curriculum that runs on a two-year cycle (Cycle A and Cycle B).



EYFS

Experiences in the Early Years create strong and lasting foundations on which to build in later life. We believe it is vital that these first experiences are of the highest quality, by working in partnership with you.

We aim to provide a stimulating, challenging environment where children and adults can explore, have fun, play, talk and learn together. New Brancepeth staff will provide a full induction programme to ease the transition for children and parents into EYFS. Part of this process will involve a transition visit and 1:1 conversation in relation to your child so from the outset we begin our partnership.

It is a well-known fact that children learn best through play. Play helps children to learn and develop through doing, talking, exploring, investigating, creating and experimenting. We provide interesting experiences that are appropriate for children's age and stage of development. Staff endeavour to take your child forward in their learning by building on what they already know and can do.

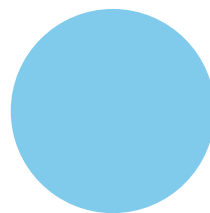
Early years play is messy, so please ensure your children are appropriately dressed and in clothing you do not mind be painted, wet or muddy. We ask all EYFS children to bring in wellies they can leave in school and a water-proof coat as we go outside whatever the weather. Jumping in puddles in the rain is lots of fun!

Each member of EYFS staff is a key person for a small group of children for whom they are particularly responsible. They will aim to get to know your child very well and will be your first port of call for communication. They will also share 'Wow' moments with you so you can join us in celebrating your child's learning and progress.

"An effective balance of adult-led teaching combined with provision where children choose activities for themselves, supports children's learning effectively. Regular review of the early years learning experiences ensure that these are well matched to children's needs and interests."

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SEND

New Brancepeth Primary Academy prides itself in being an inclusive school and will endeavour to support every child, regardless of their level of need. The school implements the Code of Practice for the Identification and Assessment of Special Educational Needs and Disability.

At New Brancepeth Primary Academy we seek to identify, as early as possible, those children with Special Educational Needs and to provide for those needs. Most children and young people will have their special educational needs met through good classroom practice, otherwise known as Quality First Teaching.

As a school, we assess all children continuously. We carry out formal assessments at the end of every term to measure their progress and identify the next steps in their learning. We work in partnership with parents/carers and pupils to build working relationships. If there is an identification of need then a class teacher will meet with parents/carers to complete a 'Short Note'. The Short Note outlines areas of strength and difficulty and sets agreed outcomes and next steps.

We may begin to consider the involvement of relevant, external agencies or use assessment tools, classroom observations and materials to support the early identification of SEN status for a pupil. Where a pupil is identified as having a special educational need, school will follow a graduated approach. As part of this approach, we will produce an individualised SEN Support Plan which describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.



Safeguarding

We aim to ensure that children achieve their maximum potential in an environment which is safe, secure and supportive of all their needs. The safeguarding of all children is our top priority and for this reason is under constant review.

A safeguarding policy is available on our website. It applies to all members of our school community. E-Safety advice is also provided through our newsletters, website and across our curriculum.

We take a positive, proactive approach, we get to know our families really well and encourage everyone to ask for support if it is required. We offer a school food bank and uniform swap shop for any families that need additional help.

We support children's wellbeing and mental health. We have a school counsellor and staff who are trained mental health first aiders who provide support to individual children and their wider families.

Our busy school calendar includes a range of community events to ensure that everyone feels valued and part of the school.

Behaviour

We are focussed on positive, restorative behaviour strategies. Good behaviour is the expectation for all children. We use 'Zones of Regulation' in all areas of school to support children's self-regulation and we equip children to articulate their need rather than show this through behaviours.

We offer competitions and incentives such as certificates and prizes for all children who behave well. We share a termly traffic light tracker with parents where we report on behaviour, effort and attitude to learning.

The children are assigned house teams. Siblings will always be in the same house.

A Respect and Positive Relationships policy is available on our school website along with supporting guidance. In the event of a concern being raised, we will look to involve parents at the earliest opportunity. By working together any issue can be overcome.

"Pupils behave well in lessons and at playtimes and lunchtimes. They respond well to the school's reward systems, which they understand fully, and staff apply consistently."

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ADVANCE
LEARNING
PARTNERSHIP