



Welcome to
Lacewood
Primary School

Lacewood Primary
Carr Head Lane
Bolton upon Dearne
Rotherham
S63 8DA.



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Telephone: 01709 887750



Email: Enquiries@lacewood.org.uk



Our Governors

- At Lacewood Primary we are fortunate to have a truly committed Governing Body who work with us to ensure that we are providing a learning community that offers everyone the opportunity to 'Always try their best to be their best.' Further details on the role of the Governing Body can be found on our website. Our Governors are:
- The Head teacher
- Mrs J. Stratton – Staff Governor
- Mrs K. Webster – Chair / Parent Governor
- Ms K. Hare – Parent Governor
- Mr A. George – Vice Chair /Co-opted
- Mr R. Fennell – Co-opted
- Mrs L. Hicks – Co-opted
- Cllr M. Noble – Co-opted
- Mrs L. Andrews – Co-opted
- Vacancy – Co-opted
- Vacancy – Co-opted
- Cllr C. Johnson – Local Authority Governor





School Aims

At Lacewood Primary School we believe in the concept of lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate enriched teaching and learning experiences help children to thrive (emotionally and physically) and lead happy and rewarding lives.

We aim to:

- provide a rich learning environment that allows learners to develop their skills and abilities to their full potential.
- enable children to become confident and motivated learners through a variety of learning styles
- foster children's self-esteem and respect; building positive relationships, values, attitudes and feelings.
- develop respect for all cultures and communities and, in so doing, promote positive attitudes towards other people;
- help children grow into reliable, independent and positive citizens

If children are to learn effectively they must be relaxed, alert, motivated and positive. Teachers at Lacewood actively take measures, particularly at the beginning of the day and lessons, to ensure children are in the correct state of mind to learn. Our morning greeting system leaves teachers free to welcome children into the classroom and prepare them for that day's learning. Using music and short interesting activities to start the day help children feel ready to learn and provide a positive routine to start the day.

The Lacewood Team



Mrs J. Chalkley – Head / Designated Safeguarding Lead / PSHE / EVC
Mrs J. Stratton – Deputy Head / Assessment & Inclusion (SENCO) / RE
Mrs L. Andrews – Assistant Head/ Whole School Curriculum / Foundation Stage Leader / FS 2 Teacher
Mr D. Cadman –KS1 Core subjects /Year 2 Teacher / DT
Ms K. Akeroyd – Assistant Head / Staff Development /Year 5 Teacher / Art & Design
Mrs P. Foster – Business Manager
Mrs J. Mitchell – Finance & Admin Assistant
Miss A. Smith – Admin Apprentice
Mr R. Hallsworth – Behaviour Support Advisor
Mrs K. Anson – Parent Link Advisor
Mrs C. Sellars – Foundation 1 Teacher / Modern Foreign Languages
Mrs C. Searle – Year 4 Teacher / Computing
Miss H. Dawson –Y1 Teacher / Geography
Miss L. Clay – Year 3 Teacher / Science
Mrs K. Sharp – Year 4 Teacher / History
Mr R. Edwards – Year 6 Teacher / PE
Mrs K. Burton – Booster Teacher
Mrs W. Nutton – Music Teacher
Mrs R. Broadhead – Nursery Nurse
Mrs M. Wake - HLTA
Miss N. Quigley - HLTA

Mrs L. Critchley – Teaching Assistant
Mrs S. Guest - Teaching Assistant
Mrs J. Hughes – Cover Supervisor
Miss D. Caves - Teaching Assistant
Mrs L. Greaves – Teaching Assistant
Mrs S. Stables - Teaching Assistant
Mrs J. Noble – Teaching Assistant
Miss C. Charlesworth – Teaching Assistant
Mrs V. Shaw – Teaching Assistant
Miss H. Gibson – Teaching Assistant
Mr J. Hale – Sports Apprentice
Miss C. Buckley – Play-leader
Miss R. Firth – Play-leader
Mr T. Jones - Sports apprentice
Mrs S. Linford – Play – leader & Breakfast Club
Mrs B. Murfin – Play-leader & Breakfast Club
Mrs A. Eyre - SMSA & Breakfast Club
Mrs P. Simcock – SMSA
Mrs C. Smithyman – SMSA
Mrs J. Cutting – SMSA
Mrs A. Jackson - SMSA
Miss S. Collier – SMSA – as required
Miss N. Hagland – SMSA – as required

Admissions

- As a Local Authority School we adopt the Local Authority Admissions Policy and all applications for places at the school must be made via the Local Authority.
- Information can be accessed by email or calling:
- admissions@barnsley.gov.uk
- (01226) 773689 / 773588 / 773677 / 773506

The School Day

	Doors open	End of session / day
Cherry AM– Foundation 1 / Nursery	8:30am	11:30
Cherry PM– Foundation 1 / Nursery	12:30pm	3:30pm
Cherry 2 ½ day Mon – Wed or Wed – Fri.	8:30am	3:30pm
Willow – Foundation 2 / Reception	8:40am	3:30pm
Ash – Year 1 Maple – Year 2	8:40am	3:30pm
Holly – Year 3 Linden / Hawthorn – Year 4 Beech – Year 5 Cedar – Year 6	8:40am	3:35pm

The School Day

Morning playtimes

- Morning playtime is at 10:45am for Y1 (Ash) to Y6 (Cedar). Playtimes include opportunities for games and activities with a class teacher, Behaviour Support Leader, Sports-leader and our play-leader team. Foundation 1 and 2 (Cherry and Willow) have break times which are quite flexible.

Lunch

- Children in Willow (Foundation 2/Reception), Ash and Maple have their lunch at 11.45am and their break ends at 1.00pm. Y3 – Y6 (Holly, Linden, Hawthorn, Beech and Cedar) children begin their break at 12noon. Lunchtimes for all end at 1.00pm.

Drop-off and collection

- At the beginning and end of the school day, parents are encouraged into the playground. This helps to build up a close relationship between home and school – we want to have good links with all parents. If normal arrangements have to be altered (e.g. you are delayed or another person is collecting your child), please let us know. This avoids any confusion or upset. Please follow the Alternative Collection arrangements.

Getting to school

- To get to and from school, walking is definitely the best option! There are lots of benefits: it's healthier than travelling by car, it improves the safety of pedestrians and road-users, and it respects nearby residents and parking regulations. Alternatively, we have bike-racks. If you do need to travel by car, please park wisely.



The School Building & Facilities

Lacewood is one of 13 primary schools built through the private finance initiative and so the cleaning, catering and caretaking services are provided through a facilities management company. This company also provide building and grounds maintenance and building security services as part of their contract. The CCTV cameras both inside and outside are monitored through the FM services contractors.

The building is single level with good access and facilities for all with a main entrance including the school's administration area.

The school hall is multipurpose with morning clubs, PE sessions, assemblies and shows taking place there. At lunchtimes school meals are served in this area with tables and seating provided by the FM company.

Most classrooms are situated along 'School Street' which is a main corridor running the length of the building. One classroom – currently used for Year 6 is just off the street and has its own door with cloakroom and toilets situated in Rowan Room.

Cloakroom areas are all attached to the main group of classrooms and open onto the spacious outdoor area which incorporates a playground, sports pitch, trim-trail, parent shelter, two multi-use games areas, pond, bog garden and woodland walk. Outdoor storage for play equipment is located in the playground area and at the side of the MUGAs.

To organise a visit please contact us either by telephone or email.

Further details can be found on our website www.lacewood.org.uk



Lacewood Early Years Provision

Lacewood has a 26 place nursery (Cherry) and a 30 place reception class.
(Willow)

In Cherry we operate 5 x 3hour sessions in mornings or afternoons along with 2 ½ day provision which operates as all day Monday and Tuesday and Wednesday morning or Wednesday afternoon and all day Thursday and Friday.

Provision in Cherry and Willow aims to:

- Strike a balance between adult directed and supported learning and child initiated learning – which research shows, is where the majority of learning takes place.
- Ensure children are aware of their goals and how to achieve them in order to foster motivation for self-initiated learning.
- Encourage children to play together and learn from each other.
- Use positive specific praise and support to highlight, model and reinforce good behaviour, problem solving, concentration and attitude.
- Provide stimulating and motivational experiences and provision linked to the children's interests.
- Help children to observe, review and reflect on their learning experiences over a period of time by: sharing individual learning journeys, displaying photos and captions of the children engaged in learning on displays, in areas of learning, in home made big books and on the school website.



The Curriculum

Literacy

- At Lacewood, we believe it is essential that language and literacy are embedded in other curricular areas to reinforce learning. Teaching and planning ensures that knowledge and skills taught in English are applied in other subject areas. The school acknowledges and builds on previous learning to enable all pupils to communicate effectively in speech and writing, and to become keen and enthusiastic readers. In order to become confident users of language, pupils need to be able to write, speak and read Standard English with fluency and accuracy. However, the richness of other dialects and languages is celebrated within the school.
- We acknowledge that when our children arrive in full-time school, they bring with them a wealth of pre-school experiences. They have been developing their language skills through talking about everyday activities; sharing favourite stories and books; using their imagination in role play; noticing letters on road signs; recognising shops or restaurants by their logos. These are just a few experiences which serve to provide a firm foundation for children learning to read, giving them an understanding that print contains a message; that pictures are story-telling clues; that we move along a line of text from left to right.
- Marie Clay describes reading as '... a message-getting, problem-solving activity.' From the moment a child starts at Lacewood School, we start to build on the experiences and skills they already own, equipping them for this 'message-getting, problem-solving' process.
- Our teaching of writing uses ideas from Pie Corbett's Talk for Writing which enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.



Mathematics

- Each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. They should be provided with rich and enjoyable experiences related both to their individual needs and to the wider requirements of society.

We aim for each child to:

- Have a positive attitude towards mathematics.
- Have self-confidence in their ability to deal with mathematics.
- Be able to work systematically, co-operatively and with perseverance.
- Be able to think logically and independently.
- Experience a sense of achievement regardless of age or ability.
- Understand the appropriate underlying skills, concepts and knowledge of number, measurement, shape, space and handling data.
- Be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school.
- Understand and appreciate pattern and relationship in mathematics.
- Be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using the appropriate mathematical language.
- Be able to explore problems using the appropriate strategies, predictions and deductions.
- Have equality of opportunity regardless of race, gender, or ability.
- Be aware of the uses of mathematics beyond the classroom.
- Encourage the use of mental calculations and choose and efficient strategies to work out the answers.



Science

- We believe the ability to use technology effectively is an essential skill in life. Our aim is to develop learners who are confident and effective users of a variety of technologies. It is vital that all pupils have an entitlement to the Computing curriculum regardless of gender, disability, ethnicity, social class or special educational needs and we will ensure that our provision meets the need of all learners. We recognise that technology has the ability to motivate and enthuse pupils, to enable them to work individually, co-operatively and collaboratively and to develop perseverance and flexibility and creativity.





Computing

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Geography

- Geography teaching in the primary school is about developing an understanding of our world, primarily through experience, investigation, and learning from secondary sources. Therefore, the school adopts a varied approach to the teaching of geography and includes residential visits, day visits within and outside the locality, the use of ICT, videos, photo-packs and visitors in to school.

History

- When teaching history, we contribute to the children's spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by Britain's multi-cultural society.



Art & Design

- At Lacewood we strongly believe appreciation and enjoyment of the visual arts enriches all our lives. Through our planning of Art we aim to; enable children to record from first-hand experience and from imagination, develop creativity and imagination through a range of complex activities, improve the children's ability to control materials, tools and techniques, increase their critical awareness of the roles and purposes of Art and Design in different times and cultures, develop increasing confidence in the use of visual and tactile elements and materials, foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, on a local and global level.



Design and technology

- DT prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. Design and Technology should encourage pupils to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They should be taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. They should also reflect on and evaluate present and past technology, its uses and its effectiveness. They should be encouraged to become innovators.



Languages

- We believe that learning a foreign language is vital in providing an opening to other cultures. Our aim is to enable children to think and communicate in a different language (French). It is vital that all pupils have an entitlement to the languages curriculum regardless of gender, disability, ethnicity, social class or special educational needs and we will ensure that our provision meets the need of all learners.



Music

At Lacewood Primary School we aim to:

- Provide experiences and resources that promote knowledge, skills and understanding in music, in relation to our and other cultures traditions
- Provide learning experiences that promote confidence and the development of the child.
- Promote a music curriculum with relevant differentiated experiences
- Promote progress in and continuity in music through curriculum planning and monitoring in line with assessment procedures in school.
- Promote opportunities for the child to further develop musical skills through out the whole curriculum.
- Actively engage and forge links with the outside community through music
- Recognize ways in which ICT skills may be incorporated into, and developed by the music curriculum and used to enhance the musical experiences of all children.



Physical Education

- Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum.

Personal, Social & Health Education

- At Lacewood we teach children how society is organised and governed. We ensure that they experience the process of democracy in school through Class and School Councils. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Religious Education

- At Lacewood our RE teaching develops knowledge and understanding of Christianity and the five other principal religions represented in Great Britain. We develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. Additionally, we develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions.

Thrive at Lacewood



We are just beginning to use a new approach to children's emotional development. With Thrive, we can shape the whole curriculum for classes, small groups and individuals, particularly in PSHE sessions. This approach will work alongside our Learning Buddies as much of the research behind Learning Buddies is also linked to the research which has helped develop Thrive.

Thrive is a specific way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- • feel good about themselves and know that they matter
- • increase their sense of security and trust
- • increase their emotional well-being
- • improve their capacity to be creative and curious
- • increase their self-esteem and confidence to learn
- • learn to recognise and regulate their feelings
- • learn to think before behaving in a certain way
- • ...and much more.

Whole staff training has enabled all our staff to have an overview of the approach. Our practitioners, Mrs Anson, Mr Hallsworth and Mrs Chalkley are trained to assess children's needs and work with colleagues to implement the plans to help children's emotional development. From April Mrs Stratton will also be undertaking the training.

School Clubs

- Daily – Breakfast Club ~ 8:10 – 8:40am
- Daily - Morning Activity Clubs ~ 8:10 – 8:40am funded through Pupil Premium.
- Mon – Thurs ~ After School Clubs subsidised by Pupil Premium. These vary on a half termly basis. The parents information page has the half termly timetable.

Additional Information

Uniform

- Children are encouraged to wear school uniform. Sweatshirts, cardigans and polo shirts can be ordered through school, or you may prefer to make your own arrangements. Items of clothing with the school logo can only be ordered through school.
- It is vital that all clothing and footwear must be clearly named.
- Sweatshirts/Cardigans – Bottle Green
- Polo shirts/Shirts/Blouses – White/Green
- Skirts/Trousers/Shorts/Dresses – Grey
- Summer Dresses – Green checked/striped
- Sensible Footwear
- The children are encouraged to wear their team coloured t-shirt with black shorts or jogging bottoms and suitable footwear for when PE is taken outside.
- As children enter our school, they are placed into one of four teams (red, yellow, blue and green). The school provides your child with their first team coloured t-shirt and any t-shirts needed after that are available to buy from the school.
- It is Local Authority policy that no jewellery should be worn during any PE lesson at school.

School Data

- Our data, including Pupil Premium and Sports Premium information, can be found on the website.
- <http://www.lacewood.org.uk/about-us/school-data>



Special Educational Needs

- Lacewood Primary Schools Special Educational Needs and/or Disabilities (SEND) Policy reflects the fundamental principles of the SEN Code of Practice (DfES, 2001) and all current legislation and governmental policy, including the Special Educational Needs and Disability Act 2001 (HMSO, 2001) and the Special Educational Needs (Information) Act 2008 (HMSO, 2008).
- The new SEN code of Practice was finalised on the 10th. June 2014 and the main changes from the Code of Practice of 2001 which reflect the changes introduced by the Children and Families Act 2014 are:
 - • The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
 - • There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
 - • There is a stronger focus on high aspirations and on improving outcomes for children and young people
 - • It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
 - • It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
 - • There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
 - • For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
 - • There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
 - • Information is provided on relevant duties under the Equality Act 2010
 - • Information is provided on relevant provisions of the Mental Capacity Act 2005
- The guiding principle informing this policy is ensuring that children and young people with SEND and disabilities (SEND) are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel valued members of the school community.
- For further details please refer to the website.
- <http://www.lacewood.org.uk/about-us/policies>