

ASHFIELD JUNIOR SCHOOL

Together We Achieve



"You are always a student, never a master.

You have to keep moving forward".

Conrad Hall (cinematographer)

HEADTEACHER'S WELCOME

Hello and welcome to our wonderful school!

We are all extremely proud of our school and everyone in it. We all work hard to do our best to support, encourage and help each other. We have a shared goal to develop each other's skills and talents and strive for the best. Our aim is to ensure that we provide the opportunities for everyone to succeed through learning new skills and discovering new talents we never knew we had.

We pride ourselves on our warm and welcoming atmosphere and this is often commented on by visitors to our school. Our school is a happy, safe and busy place to be. Everyone is encouraged to make a positive contribution to the school, local and global community and everyone is valued. Our job to invest in our children now so they become positive citizens of the future.

Mrs S Frost

Headteacher

OUR VISION

Our vision statement was developed by staff, governors, parents and pupils. These are the things that we aspire to:

We will provide an inspirational environment with inspirational staff for aspirational children.

We will provide a safe, nurturing environment in which we will promote the wellbeing and happiness of every child. We will achieve this by encouraging the children to show respect for themselves and others so that they become reliable, tolerant and trustworthy members of our inclusive school and community.

We will ensure that our children are confident, independently motivated and resilient in order to achieve beyond their expectations and play a full part in a diverse society.

We shall encourage reflection, open-mindedness and a sense of curiosity about the world around them and their place within it.

OUR VALUES

Our school badge was developed with the children and illustrates the 4 values they feel are most important-

Teamwork

Kindness

Honesty

Hope

A TYPICAL SCHOOL DAY

- 08:35 Gate/ Doors open
- 08:45 Children go into school
- 08:45-08:50 Registration
- 08:55-9:30 Reading session
- 09:35-10:15 Writing session
- 10:15-10:30 Break for Y3 & Y4
- 10:45-11:00 Break for Y5 & Y6
- 10:30-12:00 Maths session
- 12:00-13:20 Lunch (12-12:50 Y3/4, 12:30-1:20 Y5/6)
- 13:20-14:50 Afternoon sessions
- 14:50-15:10 Assembly
- 15:15 School finishes

OTHER WEEKLY EVENTS

- Celebration assembly takes place every Friday at 2:30pm where awards and certificates are presented.
- Staff meeting takes place every Wednesday at 15:30-17:00.
- Senior Leadership Team meetings take place on Wednesdays.

After-school clubs run on various days throughout the year. Letters are sent out with further information at the time. These can include rugby, football, orienteering, dance, art, gymnastics, science plus many more.

We also offer childcare before and after school through our Ashfield Fun Club (Wrap Around Care). Sessions for September are: 7:45am-8:45am and 3:15pm-5:15pm.

We ask that children are not on the school premises before 8:35am unless they are attending our out-of-hours club as adult supervision does not begin until 8:35am.

SECURITY

All visitors are asked to sign the on-screen entry system on entry to school and to wear a visitor badge. All external doors are closed and locked during the school day and the gates to the rear yard are also locked.

Blue Lanyards: Staff

Green Lanyards: Governors/Adults with safeguarding checks

Red Lanyards: Visitors to school with no safeguarding checks (should always be accompanied by staff)

HOW THE SCHOOL IS ORGANISED

In September 2025 we will have 258 children on roll. Our teacher groups contain both boys and girls of mixed abilities. All of the year groups have two classes, many of which are adjoining and are organised around the central hall. Each year group has its own cloakroom and toilets.

There are also several quiet areas around school which are enclosed and suitable for both quiet and busy activities (for example music sessions) or for use as withdrawal areas for small groups. Our library is a space for children to choose books to enhance their learning. It is also an opportunity to choose books to bring home to read for pleasure. We also have specific spaces such as 'The sanctuary', 'The Blue Room' and Sensory Pod area where pupils can access nurture support or a quiet space for reflection. Our Treetops teaching space provides support to pupils with a range of additional needs. The Education Research Alliance building on the school car park is also part of our site and can be used by classes and small groups for sessions.

SCHOOL'S PUBLISHED ADMISSIONS NUMBER

Our current published admissions number is 64. A copy of the LA's general admissions policy is available on our website.

FRIENDS OF ASHFIELD JUNIOR SCHOOL

Every parent is automatically a member of the association. The Friends organise events during the year to raise funds for school. The money raised has been used to buy games equipment and toys for playtimes as well as an outdoor adventure trail and AV equipment for the hall. It is also used to subsidise educational visits and provide fun days out as well as visiting theatre groups or artists into school.

We are currently looking for new members. Please contact us at the school office if you are interested in joining and helping out.

SCHOOL UNIFORM

We believe that uniform should be worn with pride to show that pupils belong to Ashfield Junior School. The badged uniform is available to purchase from our online shop with Coniston Embroidery and also through our school pre-worn shop. Plain polo shirts and jumpers of the correct colour can also be worn. There is a link to the uniform shop on our website. Forms can also be obtained from the school office.

Our uniform consists of a school polo shirt (red), dark (black, grey or navy) trousers (not leggings), an around-knee-length skirt or dress, school sweatshirt (navy blue) and black school shoes or trainers. In warmer weather trousers can be changed for smart black, grey or navy shorts and red or navy summer dresses can also be worn.

For PE the children need navy blue shorts, plimsolls, trainers (for use when outside) and a white T-Shirt (can be badged or plain). Red school hoodies are also available for outdoor PE during cold weather.

Please speak to us if you have any concerns purchasing uniform. We have a range of good quality pre-loved items that you can purchase for a small cost in our own shop (please contact the school office for details) there are also some support schemes in place to help parents/carers with the cost.

Plain red un-badged polo shirts and plain white un-badged PE T-Shirts are acceptable as uniform (e.g those available in most supermarket uniform sections).

ALL SCHOOL CLOTHING MUST BE CLEARLY LABELLED WITH YOUR CHILD'S NAME.

The school does not allow children to wear high heels or open toed sandals and we ask that the children bring a coat appropriate to the weather. Shoes should be totally plain black, no stripes, flashes or patterns of colour (plain black trainers are allowed).

It is school policy **NOT** to wear jewellery (plain earring studs are allowed but not encouraged). Kit must be worn for all PE lessons and **no** jewellery is permitted in PE. Children should be able to remove studs themselves for P.E. Please take this into account if you are considering having your child's ears pierced. Unless earrings can be removed children may not be able to take part in P.E lessons. If your child is unable to remove his or her own earrings, please send them to school without them in on P.E days. We may also ask you to provide suitable outdoor clothing and wellingtons if your child is taking part in Forest Schools activities.

Lost property is kept in the school office and if not claimed is recycled at the end of every term.

If you need any help with purchasing uniform then please contact Mrs Frost or the school office as financial support may be available.

The school does not accept responsibility for any personal property brought to school or left on school premises.

LUNCH

We provide our school meals through Orian and we use the School Hub ordering system. School meals cost £3:35 per day. Money must be uploaded to the 'wallet' on the system prior to meals being ordered. Meals must be ordered before 9.30am and can be ordered for the full week or even up to 3 weeks in advance. School meals do not have to be taken every day. If there is something on the menu your child doesn't like, a packed lunch from home can be brought in on those days, however the school kitchen is very accommodating and will try to cater for everyone's needs. Should your child not be in school for any reason, you must cancel their meal for that day before 9.30am, or this will be charged for. If you have any queries, please contact the school office.

If your child brings a packed lunch to school our Packed Lunch Policy states that this must be a healthy and balanced meal. **It should not include fizzy drinks, energy drinks, crisps, chocolate or sweets.**

PERSONAL DEVELOPMENT

Personal development of our pupils is really important to us at Ashfield. We want to make sure that we do everything we can to help the children develop mental and physical well-being. This takes many forms at our school:

- through our curriculum, particularly PSHE;
- through assemblies, workshops and talks;
- inviting visitors to help expose the children to a variety of cultural experiences;
- taking the children on trips and residential;
- providing targeted support to small groups and individuals to develop emotional literacy;
- supporting the children to develop emotional resilience to tackle problems and issues;
- support the children to develop and maintain friendships;
- encourage the children to stay physically healthy through their diet, sleep and exercise;
- be role models

TEACHING AND LEARNING

We constantly review our curriculum provision to ensure that it is relevant, inspirational and meets the needs of our children. We have a whole school focus on develop metacognitive skills so that our pupils become successful, resilient, independent learners. There are always opportunities for pupils to develop their recall skills so that they make links between new and prior learning to build knowledge.

Our curriculum has a Global focus to ensure that our children are well equipped to gain the skills necessary to become citizens of the future who make a positive contribution to their community. A lot of our teaching links to the United Nations Sustainable Development Goals so that the children make the links between their learning and the world around them. We ensure that our curriculum is broad and balanced giving access to STEM subjects, the arts and humanities. Our strong PSHE curriculum centres around a range of character strengths and runs throughout everything we do.

In this school teaching and learning ensures that all pupils:

- Are **interested and motivated** in their work
- Develop **metacognitive skills** to understand themselves as learners, as well as their tasks and strategies
- Achieve and recognise **success** and **make progress** in their learning
- Have **confidence** in their ability to work at an appropriate level
- Experience an appropriately **broad and balanced** curriculum
- Have **equality of access** to learning and subjects of the curriculum
- Experience a **range of teaching methods**
- Are involved in **integrated and subject-specific** activities
- Work **individually** and as a member of a **group**
- Have their progress **monitored and recorded**
- Learn in a **purposeful atmosphere** where there is **respect between adults and pupils**

The Learning Environment:

- Enables pupils to develop their ideas through **independent and collaborative enquiry**
- Enables pupils to take appropriate **responsibility for the organisation and care of their learning resources**
- Is **organised** and calm so that pupils have suitable **access** to learning resources of **the best quality and reduces extraneous load**
- Contains **high quality, stimulating and interactive visual aids** which celebrate pupils' achievement, helping them with the work in hand so that they can attempt to solve problems for themselves
- Engages and encourages pupils' learning by **promoting a sense of pride** in their own **achievements** and the **achievements of others**
- Enables pupils to **use ICT** to enhance their learning **across all areas of the curriculum**
- Considers **neurodiversity** in its design.

Teaching:

- **Values all pupils** irrespective of abilities, race, belief, gender, age or achievement
- **Promotes effective and positive interaction between teachers and pupils**
- **Promotes high expectations**
- **Uses a range of teaching styles to include:** development of plan/monitor/evaluate skills, modelling, direct instruction, opportunities for reflection and retrieval, questioning, investigation, role play and drama, story-telling and learning outside the classroom
- **Supports neurodiversity**
- **Uses well timed interventions to help pupils make good progress**
- Is planned to enable **pupils to learn** appropriate **skills, knowledge, concepts and attitudes** using the National Curriculum
- Provides opportunities for **pupils to work individually, collaboratively** and as a class
- **Acknowledges** and makes the best use of **the contribution of parents, the community and work carried out at home**
- Recognises and manages effectively the **support of other adults** in the classroom
- Recognises the **importance of health and safety**
- Recognises the **importance of the school self-evaluation process**

Learning:

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills; respect the environment in which they work; contribute to the development of their environment appropriately, work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. They are expected to become critical and reflective learners so that they evaluate their own work and know how they can improve.

Homework:

All we ask you to do is:

1. Read with your child;
2. Provide them with the opportunity to complete TT Rockstars times table activities;
3. Do some tasks, jobs and activities at home that encourage the children to focus and develop resilience and perseverance (especially away from devices).

These are fundamental to help your child make progress at school. We will deliver the rest!

It is always lovely to see anything else the children have done at home, whether that be artwork, writing, research, maths, sports achievements or anything else but it is not a requirement.

Lead School for the Educational Research Alliance:

From September 2021- July 2023 our school had designation to lead the EEF Cumbria Research School. All our school developments are based around the latest research and evidence from both within our school and externally. We were part of a network of Research Schools nationally that are overseen by the EEF (Education Endowment Foundation). This gave us access to excellent practice from across the country in order to improve provision for pupils at our school.

From September 2023 this role developed. We are now the lead school for the Education Research Alliance funded by the WELL Project. We will also be responsible for co-ordinating the use of evidence-informed practice in schools in the west of Cumbria and beyond through links with a range of excellent education partners and other local schools. This has been a very exciting time for our school and one that we have seen is having a positive impact on the continued development of teaching and learning within our own school.

BEHAVIOUR and ETHOS

Everything we do at our school centres around our core values or our 'Golden Rules'. These are:

We are gentle - We don't hurt others

We are kind and helpful - We don't hurt anybody's feelings

We listen - We don't interrupt

We are honest - We don't cover up the truth

We work hard - We don't waste our own or others' time

We look after property - We don't waste or damage things

These values link to 'the way we do things here':

We see everyone as an individual and celebrate that;

We recognise that we all have different strengths and they are all important;

We help and support each other when it's needed;

We are kind and don't judge each other;

When things go wrong we don't look to blame, we find ways to put things right;

We work hard and also have fun;

We try really hard to always be fair;

We make time for each other and talk.

Here at Ashfield Junior School we have a positive behaviour policy that centres around our Golden Rules. Children earn 'Dojo' points during the day if they demonstrate they are sticking to these Golden Rules. Rewards are linked to the Dojo system and pupils can work towards achieving goals throughout the year:

Bronze Award: 400 points

Silver Award: 700 points

Gold Award: 1000 points

Extra rewards may also include activity time, prizes, certificates, vouchers and trips out. Pupils failing to keep to the Golden Rules are tracked and support plans put into place with the class-teacher, child and parents. Further support from the SENDCO or outside agencies will be investigated if appropriate. Children can also earn 'Golden Tokens' for their house. These points are totalled weekly and at the end of the year the winning house is rewarded. Tokens are issued for excellent learning, work, behaviour and contributions to school life.

Children are placed in one of the school houses on entry to the school (if they have an older sibling in school they will join the same house). We have 4 houses named after animals: Lemurs, Gibbons, Vultures & Red Pandas (all animals we support at the Lake District Wildlife Park).

Sanctions for poor behaviour include time out in another class, reflection time, quiet learning time with senior leaders and fixed term exclusions. A copy of the school's Behaviour Policy is on our website.

If you wish to receive email notifications of your child's dojos then please see your child's teacher. You will need to provide a valid email address.

SPECIAL EDUCATIONAL NEEDS

Our school is an inclusive school. We recognise that each child is an individual who has their own particular needs. We aim to identify any special educational need a child may have as soon as possible in their school career. We liaise closely with the Infant schools and secondary schools to ensure that effective provision continues seamlessly. A full copy of the Special Needs Policy is available on the school website.

In line with the SEN Code of Practice, once a concern has been raised by the class teacher the SENDCO (Mrs Jess James) is notified. A meeting is then arranged with the parents to discuss their child's needs and an individual plan with specific targets is put into action following the Early Help process. If the need for further support is identified by the school and outside agencies then the school will apply for an Education, Health and Care Plan.

Parents are involved at all stages of the process and will be asked to support their child's progress.

Our school has specific Resourced Provision for Autistic pupils. We currently have 4 allocated places. Other pupils also access this provision if we feel it is beneficial to their learning.

SAFEGUARDING

The Safeguarding Team consists of Mrs Stainton as the Designated Safeguarding Lead, Mrs Frost as the Deputy Designated Safeguarding Lead, Mrs Gibson, Mr Bishop (Designated Teacher for Looked after Children) and Mrs Brown (Online Safety lead). All members of the team have received the appropriate level of training. All staff working at our school are trained to L1. Our Safeguarding Governor is Mrs Elaine Thwaites.

Child protection is an essential task of all our staff. Our school fully recognises the contribution it can make to protect children and support pupils in school. On our website you can see our Safeguarding and Child Protection policies. Staff are obliged to follow strict lines of communication regarding child protection issues and are required by law to make referrals to Social Care should evidence of possible abuse become apparent.

In order to keep all children safe at home time we insist that pupils in Y3 and Y4 are collected by a named adult that has been agreed by school and parent/carer. This person must be 18 or over. In Y5 & Y6 children may walk home on their own if they are capable of keeping themselves safe.

ATTENDANCE

Good attendance at school is vitally important to ensure that your child makes progress in learning. Research tells us that regular absences from school can have a dramatic effect on a child's academic performance. Holidays should not be taken during term time as this is detrimental to children's learning.

We work closely with families to support good attendance at school and we are regularly in the top 10% or 25% of schools nationally for our attendance and low levels of persistent absence.

Please see the separate Attendance document for further specific guidance on the school's attendance policy.

ARRANGEMENTS FOR MEETING STAFF

As a Junior School we are fortunate that we see many parents daily. We would like parents to regard the school as a welcoming and supportive place, where they can come and talk to teachers about their child's progress and well-being.

Obviously some times are better than others. The end of the school day is the best time to catch your child's teacher. Mornings are busier times to see your child's teacher as they will be preparing for lessons but support staff are usually on hand. The school is open from 8:35am. In an emergency parents can contact the school at any time. Members of the senior leadership team are always available on the gates or playground at the start and end of every school day.

Twice during the school year parents are invited to have a formal discussion with the teachers at a parents' evening. In the summer term a report is provided for parents and you are also able to make an appointment to come into school to discuss your child's work at any time.

Various workshops may run throughout the year that you will be invited to. These will give you the opportunity to work with your child in the classroom and talk to staff.

HEALTH (including INHALERS AND MEDICINES)

It is standard practice for children to have their inhalers with them at all times within the classroom or taken out on trips. It may be necessary to ask your child's doctor for a spare one to be kept in school. We also have a spare inhaler and spacer to use in emergencies.

We would prefer it if you would administer medicine at home but there are times when we will perform this role if absolutely necessary. We will always ask you to complete a consent form to give us permission to administer medicine and ask you for written details of instructions and the required dosage. School staff will not administer 'over the counter' medication. Full details can be seen in the school's Administering Medication Policy.

If your child takes medication on a regular/long-term basis you will be asked to complete a Care Plan.

EDUCATIONAL VISITS

This is our school's usual provision:

The school likes to make full use of the environment and regards it as a valuable learning resource. It is a policy of the school that children are given the opportunity to go on residential visits twice during their time here- in Year 4 (outdoor adventurous) and Year 6 (city break).

Children will be taken on visits to explore the local area and, occasionally, further afield. When such visits occur, parents will be advised beforehand and we ask parents to complete permission slips to cover visits out of the local area or confirm via Class Dojo. We try to give as much notice as possible, particularly for visits that incur a greater cost and payment plans are always available.

Parents are asked to make a voluntary contribution towards the costs of visits. The Governors have a 'Charging Policy' which you can view on the website. Pupils who receive Free School Meals can access visits at a reduced cost.

OUR GOVERNORS

The School's Governing Body is made up of 9 governors with a variety of links to the School. Mrs Sarah Layzell is our Chair and Mr Mal Holliday is our Vice-Chair & Curriculum Governor. Mr Tony Metherell is our Health & Safety Governor. Mrs Elaine Thwaites is our Safeguarding Governor and Mrs Jo Hicklin is our SEND Governor.

FORMAL COMPLAINTS PROCEDURE

If you become concerned in any way about your child's education, it is important that you tell us about this. As a first step you should discuss your concern with your child's teacher. If you are still concerned after talking with the teacher, you should arrange to meet with the Headteacher (head@ashfield-jun.cumbria.sch.uk). Obviously, we will do whatever we can to resolve your concerns and to ensure that you are happy with your child's education. If having spoken to the Head a matter is still not resolved to your satisfaction, you should contact the Chair of Governors: Mrs Sarah Layzell (slayzell@ashfield-jun.cumbria.sch.uk) .

We hope you and your child enjoy your time with us here at Ashfield Junior School. The path to success lies in effective partnership. Together we can ensure that your child achieves, is happy and is well prepared for life, long after they have left us.

"Education is the most powerful weapon which you can use to change the world" Nelson Mandela

Contact Information:

School telephone number: 01900 604565

School office email: admin@ashfield-jun.cumbria.sch.uk

Mrs Frost, Headteacher: head@ashfield-jun.cumbria.sch.uk

Mrs Stainton, Designated Safeguarding Lead: sstainton@ashfield-jun.cumbria.sch.uk

Mrs James, SENDCO: jjames@ashfield-jun.cumbria.sch.uk

Mr Bishop, Deputy Headteacher: rbishop@ashfield-jun.cumbria.sch.uk

Mrs Gibson, Senior Leader: cgibson@ashfield-jun.cumbria.sch.uk

Our school office is run by Mrs Sibbald, Mrs Fletcher and Mrs Palmer.