

West Cornforth Primary and Nursery School



**School Brochure
2022-2023**

**Head Teacher: Mrs Jill Hodgson
Chair of Governors: Mr Dennis Ramsey**



West Cornforth Primary School
High Street
West Cornforth
Co. Durham
DL17 9HP
Tel: 01740 654315
Head Teacher: Mrs J. Hodgson
Email: westcornforth@durhamlearning.net

Dear Parent

On behalf of the Staff and Governing Body of West Cornforth Primary School, I would like to take this opportunity to welcome you and your child/ren to our school.

At West Cornforth Primary School, we believe a child's education is tremendously important and involves a partnership between home and school. It is vital that all parties work together to realise a child's full potential.

This brochure has been produced to help parents and carers familiarise themselves with the school, its organisation, routines and aims. We hope you find the information helpful.

The governing body, staff and pupils of the school sincerely hope your child/ren will be very happy and successful during their time at our school.

If at any time you are at all concerned about any aspect of school life, please do not hesitate to come and talk to us. In this way, our partnership in education for your child will strengthen and grow.

Yours sincerely

Jill Hodgson

Vision

We strive to ensure all pupils achieve their full potential and develop a life-long love for learning which will impact on their ability to make a positive contribution to society. We will equip children with the skills to make a positive contribution in society by demonstrating qualities such as kindness, respect, co-operation, valuing differences while celebrating cultural diversity.

‘Through high quality teaching and the nurturing of positive self-esteem, each child will achieve their potential in a safe and rewarding environment.’

Aims of our school

The school aims, in partnership with home:

- To provide a happy and welcoming school where children enjoy learning and fulfil their potential through a broad and balanced curriculum.
- To respect, value and include everyone in our community, regardless of race, religion or culture.
- To develop our children’s self-esteem and self-confidence so they feel proud of themselves, proud of their achievements and proud of their school.
- To develop in our children lively, enquiring minds, the ability to question, to discuss rationally and to apply themselves to realistic tasks and challenges.
- To develop within each child the power of imagination, creativity and self-expression.
- For children to become self-disciplined with a clear understanding of right and wrong in the world of today.
- To nurture each child’s emotional and spiritual development.
- To involve parents in all aspects of their child’s education.
- To prepare and educate children about the wider world beyond the local area.
- To provide opportunities for professional and personal development for all staff.
- To be central to our village community and develop supportive partnerships.
- To promote high standards and high expectations in all areas of school life.

Staffing September 2022

Name	Area of Responsibility or Leadership role
Head Teacher Mrs Jill Hodgson	Head Teacher, Whole School Developments, C.P.D Health and Safety, Safeguarding – Designated Teacher Child Protection, Performance Management, Data Analysis and Equality & Diversity
Deputy Head Teacher Miss Rebecca Gregg	KS2 Curriculum, Progress and Assessment, Performance Management, Student Liaison, Safeguarding – Designated Teacher Child Protection
SEND Lead- Miss Gregg	SEND and Computing
Early Years Lead & Reception Mrs Laura Smith	SMT Foundation Stage Manager, EYFS Curriculum, Performance Management and Student Liaison
Key Stage One Lead Mrs Smith	SMT KS1 Curriculum, Progress and Assessment
Mr Cameron Gough– PPA/LT Cover	Creative Arts and Music
Miss Alicia Denham - Class 6	STEM ICT; Learning Gateway; Computing, School Website; Online Safety Mathematics Lead Teacher Science
Mrs Jane Brown - Class 5	English Lead Teacher NQT mentor
Miss Clare Hird – Class 5	Art, DT and Geography School Council
Miss Olivia Prosser - Class 4	History and Eco School
Miss Rebecca Gregg – Class 3	
Miss Georgina Cameron - Class 2	PE and Outdoor learning
Miss Lauren Crampton - Class 1	Music and Key Stage 1 Phonics
Miss Lesley King - Nursery	Geography and MFL
Mrs Laura Smith - Reception	EYFS Lead
Mr Connor Whitelock	PE Lead
Mrs Helen Allen	Nursery Assistant FT 2-year-old nursery
Miss Morgan Lamb	Classroom Assistant
Mrs Julie Smith	Classroom Assistant FT
Mrs Angela Ferguson	Classroom Assistant FT
Mrs Lisa Goldsmith	Classroom Assistant FT
Mrs Alison O'Sullivan	Classroom Assistant PT
Miss Gemma Littley	Classroom Assistant FT
Miss Ruth Newton	Classroom Assistant FT
Mr Michael Hay	Classroom Assistant PT
Mrs Karen Crozier	Office Manager
Mrs Karen Waterman	School Secretary
Mrs Denise Cutmore	Lunchtime Assistant
Mrs Julie Smith	Lunchtime Assistant
Mrs Sue Scaife	Lunchtime Assistant
Ms Melanie Kipling	Lunchtime Assistant
Mr Allan Johnson	Caretaker
Mrs Sharon Barton	Cleaner
Mrs Steel	Cleaner

The Governing Body

The Governing Body is made up of representatives of the Local Authority, Parents, Staff, and the Local Community. Elections for the Governing Body are held every four years or- as the need arises. The School Governing Body meet half-termly, to make decisions on how the school should be run. They have many legal duties, powers and responsibilities.

The Governors seek to establish an environment in which everyone - teaching and non-teaching staff, governors, advisory colleagues, parents and pupils - can work with each other for the success of our school. You may contact the Governors on any issues concerning the school if you wish to do so.

Local Education Authority Representatives

In case of any complaints or queries the department which deals with our school is:

School and Governor Support
Education Department
County Hall
Durham
DH1 5UJ

All correspondence to the Chair of Governors to be sent c/o West Cornforth Primary School.

Chair: Mr D Ramsey - Chair of Governors

Vice Chair: Mr Ian Machin - Vice Chair of Governors

Rev. Canon Tyler - Community

Mrs M Berry - Co-opted

Ms T Hutchinson - Co-opted

Mr David Seed - Co-opted

Mrs J Brown - Co-opted member of staff

Mrs J Smith - Co-opted member of staff

Miss Maxine Stokes – Parent

Mrs Elaine Peake- Local Authority

Mrs J Hodgson - Head Teacher

Election of parent governors:

Periodically, three parents are elected to serve as representatives on the school's governing body. If you feel you would like to play a leading role in school affairs, please put your name forward to the head teacher.

Pupils of West Cornforth Primary School

West Cornforth Primary School caters for pupils aged two to eleven years. In terms of National Curriculum School Years this age range relates to:

Two-year-old nursery - 2-3yrs
Foundation Stage Unit - 3-5yrs
Key Stage 1 - 5-7yrs
Key Stage 2 - 7-11yrs

The admission limit is thirty per year group, twenty-six FTE in the nursery and twelve children per session in the two-year-old nursery.

The school follows the admission criteria determined by Durham LA, which can be found on the Durham County Council website www.durham.gov.uk/schooladmissions, by contacting primaryadmissions@durham.gov.uk or telephoning 03000 260000. The LA administers appeals.

Parents wishing to visit the school prior to application are very welcome and are encouraged to make an appointment with the Head Teacher.

The School Day:

Lessons begin each day at 9.00am for pupils in the Foundation Stage Unit, KS1 & KS2. The school bell is rung at 8.55am to ensure all pupils are in classrooms at the start of the school day. Lessons finish at 3.00pm for all pupils.

The two-year-old nursery has two sessions lasting for three hours, starting at 9am to 12pm and 12pm to 3pm.

For the safeguarding reasons, children should not be on the school premises before 8.45am (unless they are attending breakfast club), as staff supervision does not commence until then. Pupils will not be allowed to leave the building before the regular time, unless accompanied by a parent or parents' named representative.

Lunchtime:

There is a staggered lunchtime, in order to feed pupils successfully, efficiently and with limited waiting time.

Lunchtime starts at 11:55am for Foundation Stage, 12.00pm for KS1 and 12.15pm for KS2. KS1 return at 12:45pm. Foundation Stage pupils and KS2 return at 1.00pm.

School meals are available and dinner money is collected on Monday morning for all pupils. Alternatively, healthy packed lunches may be brought.

Arrival and Home Time Arrangements

In order to meet the requirements of the Local Authority's safeguarding regulations, it is important that we have a clear overview of the arrival and home time arrangements for your child. The contact/admission form that is completed on entry to school and updated at the start of the autumn term has an appropriate statement for parents to sign acknowledging their responsibility in this area.

Attendance

Following the County's advice, we aim for an attendance rate of over 96%. If your child is absent from school please inform us with a note or telephone call by 9.30 a.m. on the first day of absence or we will contact you. We refer details of poor attendance to the Educational Welfare Officer. It is important to send your child to school on time, every day. Holidays will not be approved during term time, unless there are exceptional circumstances.

West Cornforth Primary School's Behaviour Policy

Our behaviour policy aims to make pupils responsible for their own actions. It is firmly based on praise and reward with limited sanctions to correct errors of judgement. Parents are required to read and sign our school's home school agreement at the beginning of the academic year. The school encourages good behaviour through a positive and consistent approach:

Whole school approach:

- The school uses the Dojo system to track and reward positive behaviour
- When a pupil bends or challenges a school expectation they are given a negative dojo.
- At any time in the day, pupils can be given positive dojo points by engaging in 'appropriate forms' of behaviour.
- Class and whole school rules are kept to a minimum and based around self-discipline and respect for others.

Class reward systems are dependent on the age of pupils, based on reinforcing positive forms of behaviour through praise, by means of body language, verbal praise, issuing of stickers for star charts, a class dojo system, table points, etc.

Pupil Achievement

To encourage all pupils to progress and improve, pupil achievements are promoted through praise and reward and links with parents through the dojo system.

To celebrate good work, a positive attitude to learning or to acclaim a pupil's accomplishment the 'Pupil of the Week' trophy is presented on a Friday afternoon at the 'Celebratory Assembly' or they can be awarded an 'Achievement Award' post card which is sent home to parents. All pupils are encouraged to achieve their potential and attain achievable targets.

In addition to 'Pupil of the Week', to encourage pupils to learn, a selection of pupils from each class, are allowed to dip into the Head Teacher's basket for a reward. The headteacher also rewards good attendance and sportsman ship.

The weekly celebratory assembly acknowledges a pupils' attempt to succeed.



Concerns

On occasions, children are unhappy at school because of their relationship with others. Where this is due to uncharitable word and actions, the school is committed to resolving the matter in a spirit of forgiveness and reconciliation, by listening to both sides. The circumstances relating to making pupils unhappy in school will be monitored and parents informed to ensure there are no further occurrences.

The school operate a 'welcoming service' by buddying up a new pupil with a member of their new class to enable them to feel safe and secure in the school environment.

Unacceptable behaviour will result in parents being informed and invited to school to discuss the best way forward and if necessary complete risk assessments or parent contracts. Parents are invited to read the schools behaviour policy.

For serious misconduct children may be excluded from school. This sanction is imposed in accordance with guidelines issued by the Local Authority and the Department for Education.

The Role of the Parent

Absence

It is a parent's duty to ensure their child receives a regular education from the age of five up to the age of sixteen. If a child is absent from school, parents should inform the school either by telephone or by letter on the first day of absence. If a child is absent due to an infectious disease the school should be notified immediately.

To ensure all pupils attend school regularly a number of initiatives are being jointly run by the school and education welfare service. The Educational Welfare Service is a support service that helps pupils to improve their attendance. They work closely with children, families and schools. The EWO is available for all parents in a supportive role.

To ensure pupils attend school regularly the school will:

- contact the home of an absent pupil on the first day of an absence
- meet with parents of children who have poor attendance on a regular basis
- ask for proof of attendance at medical appointments
- Make home visits to discuss absence, if necessary
- promote 'good attendance' by presenting awards to those who have 100% weekly and half termly attendance
- Promote 'good attendance' through school displays and weekly assemblies

If a child is absent and the school is not given a valid reason by the parent, then this is considered to be an unauthorised absence. If a child is regularly absent or late, and no valid reason is given, the Educational Welfare Officer will be informed. Pupils will be allowed to leave the school premises for medical appointments, but the school require confirmation of appointment.

If a family has to remove their child from school during term-time for a valid reason in exceptional circumstances, permission must be gained from the

HT/Governing Body. It is recommended that absence during term time be kept to a minimum, and in accordance with recent legislation and Government expectations. The Head Teacher follows the LA guidelines regard unauthorised absence and has the power to initiate fines to parents.

Parents and Behaviour Management in School

Appropriate behaviour management in school depends on mutual respect and support between home and school. The school seeks to foster and promote a caring, sharing and compassionate attitude towards others. We ask parents to be supportive towards this aim and will inform parents by letter of any disturbing situations that may arise.

Partnership

The school wants to work in partnership with you, the parent or carer. It is important that children understand both parties want them to succeed. The school organise an extensive program of events and activities for parents to contribute to the life of the school. Please attend when possible; we welcome parent help and support in our school. We have a number of ways in which contact with the school can be achieved such as telephone, face to face at the school gates, dojo message, email, home school books (learning logs, reading records/journals), school Facebook page, or website contact page.

Contact

Parents are welcome to visit school at any time. If you wish to discuss with the class teacher issues relating to your child's education, please make an appointment. A teacher cannot leave a class of pupils during school time, but an appointment can be arranged before or after the school day at your convenience.

Co-operation

Co-operation between parents and school is paramount in supporting your child during their time in school. Any change to the home situation, such as illness or family disagreements can cause disruption to a child's behaviour. It is important we are made aware of any change in circumstances that may affect your child's equilibrium. Please ensure our database is correct.

Equal Opportunities and Inclusion

We follow guidance issued by the Government on Equal Opportunities and have in place an up to date Policy relating to the Equalities Act 2012. Children are taught in single age group classes; however; at times pupils may be required to work with differing aged pupils at some time in their schooling or have sessions with other pupils such as during mathematics and English lessons. All are treated equally and given equal opportunities in all aspects of school life.

The Curriculum

The governors work with the teaching staff and Local Authority to provide a broad, balanced, differentiated and relevant curriculum in line with Education Legislation for all children. School is an important influence on a child's development and its curriculum promotes the academic, physical, cultural, moral and spiritual welfare of each individual pupil. It seeks to develop the potential of every child in order to prepare them for the opportunities, responsibilities and experiences of adult life and provide a sound basis for future secondary education.

The National Curriculum consists of the core subjects: English, Maths, Science Computing and P.E. The curriculum also consists of the foundation subjects: History, Geography, Design, Modern Foreign Language, Art and Music. In addition, we provide Religious Education (and regular acts of collective worship) and Personal, Social, Health and Citizenship Education.

Learning styles

We believe that the wide range of skills which pupils must acquire must be reflected in an equally wide variety of approaches to teaching. If the whole curriculum is to have meaning it must be delivered through a wide range of teaching methods, formal and informal, class and group, didactic and practical.

Curriculum Approach

Our approach to the curriculum is subject based, through learning challenges, with cross-curriculum activities by way of a theme to ensure an all-round approach to the subjects or basic non-negotiable skills are being taught.

Core Subjects

Mathematics and English are taught on a daily basis.

Science is blocked in terms of Physical Processes, Materials and Life Processes and Living Things and taught in discrete units or through the topic.

Computing is developed using software appropriate to each subject, wherever possible. Our specific aim is to enhance the teaching of English and Maths through the use of this area. Our classrooms are equipped with interactive whiteboards, visualisers, six computers and iPads. There are timetabled skills lessons to deliver certain aspects of the Computing curriculum including computer science, digital literacy and IT. There are also iPads, control devices, recording devices, Kindles and talking books for the children to use. Every class has access to an interactive whiteboard.

Foundation Subjects

History, Geography, Design and Technology, Religious Education, Languages, Art and Design are also taught in termly blocks through a theme based approach. Music, Library and Physical Education and PSHCE are timetabled.

Statutory Assessment takes place in English and mathematics in year two and English, Mathematics with selected sampling of Science in Year six. Non-Statutory assessments take place in years three, four and five using school based assessments and other appropriate materials.

Music

We offer teaching in percussion instruments to small groups of children through the peripatetic service and other instrument tuition such as cornet, drums, ukulele, recorder or singing to specified year groups through the Wider Opportunities Initiative. This is available free of charge to some families entitled to free school meals (via Pupils Premium Funding) and at a reasonable rate to others.

Religious Education and Assembly / Collective Worship

The school has no particular religious affiliation. All children attend Collective Worship and follow a general course of Religious Education, based on the Durham SACRE and LA Guidance. Assemblies and Collective Worship are usually led by the Headteacher, Deputy Headteacher, or member of staff. Children are encouraged to contribute and play an active part.

The format for each assembly varies, but includes religious and moral issues. Current affairs issues are included, as well as the use of music and drama. Parents who wish to exercise their right to withdraw their child from assemblies are invited to talk to the Headteacher about their wishes, and provide formal notification of their intention.

All pupils in the Foundation Stage will be taught through the seven areas of learning and development identified in the Statutory Framework for the Early Years Foundation Stage:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Relationships, Sex and Health Education is taught as part of the whole school approach to human relationships and health education, in an appropriate and suitable context and within the spiritual and moral ethos which permeates the curriculum. In years five and six the school nurse and class teacher

cover sex education through talks that relate to aspects of personal hygiene and changes to the body.

Special Educational Needs and Disabilities (SEND)

In co-operation with the head teacher, the governing body determines the school's policy and approach for special needs provision. Within special educational needs, attention is given to the more able children as well as those experiencing difficulties. A member of the governing body has been appointed governor with special responsibility for SEND (Miss Gregg). The day- to-day management is delegated to the SEND co-ordinator (Miss Gregg) who is the main point of contact and always willing to meet the parents of those pupils with special needs. She can be contacted via the school office.

All pupils are valued as individuals and will be treated accordingly; every child will be encouraged to fulfil his/her potential.

It is recognised that some children may experience learning difficulties for all or part of their time at school. When this happens, the pupil will be monitored and parents contacted for consultation at the earliest opportunity. The school website www.westcornforth.durham.sch.uk provides information on the Local Offer provided by the school and the facilities the school has available to pupils and parents of SEND pupils at this school.

Advice and support may be sought from other specialist agencies, and then suitable programmes of work will be devised to meet the needs of the child. This also applies to very able pupils, so that they are offered challenging activities to match their ability.

The class teacher or SENCo to discuss a child's individual support plan or discuss mutual concerns will invite parents into school on a termly basis.

It is the school's aim to fully integrate children with special needs insofar as:

- the child's needs can be met
- the resources are available to meet those needs
- the development of other children is not unduly affected

We ensure that all children have the same opportunity to fulfil their potential and to participate in all areas of school life including access to the National Curriculum. The school continues to take its duties to children with SEND and disabilities very seriously and will take all reasonable steps to admit children with SEND and give them the fullest possible access to premises and the curriculum.

We provide a well-structured curriculum and incorporate outside agencies as far as possible to scaffold provision for those children most in need of additional support, as well as tracking individual needs through ongoing academic review by the class/set teacher.

In line with the Special Educational Needs Code of Practice, the school uses a graduated approach to the identification and assessment of special educational needs. This is a continuous systematic cycle of planning, intervention and review within the school to enable pupils with SEND to learn and progress. Parents are consulted and kept informed at all stages.

In some cases, the LEA will assess a child's educational needs based on specific advice and an Educational Health Care Plan will be devised.

The school supports children with SEND in a number of ways by:

- identifying children with SEND and reviewing their needs and programmes of learning
- setting targets and discussing them with the SENCO so that individual progress is monitored
- providing specialist resources
- bringing in specialist support
- involving other agencies such as health services and voluntary organisations as appropriate
- the use of the Speech and Language Service
- involving parents of children identified as having SEND as much as possible including inviting them to attend regular reviews
- providing in-service training for school staff to ensure good support for pupils with SEND
- using the school's Behaviour Policy to support and encourage good behaviour

The designated governor for Special Educational Needs and Disabilities (SEND) has regular contact with the teacher responsible for co-ordinating SEND provision at the school. Any complaints about the provision of Special Educational Needs will be addressed through school's Complaints Procedure.

Admissions of pupils with disabilities and specific needs

Our commitment to the needs of all children includes children with identified disabilities and special needs. We would ask parent to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. It may well be that advice from the Local Education Authority is requested to ensure needs can be met appropriately by the school.

Standard Assessment Tests

Statutory tests are administered at the end of each Key Stage - years two and year six. A statutory phonics check is administered at the end of year one and a multiplication check at the end of year four.

Other formative assessment systems are presented to all other year groups to assess their level of attainment and plot each child's progress as they move through the school.

Reporting to Parents

Parents are invited on three separate occasions during the school year to discuss their child's progress. Progress reports are sent home at the end of every term.

Detailed test result information can be found on the following link:

www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=114079

Parental Support

Homework

Homework is an important part of a child's education. It will be given to all children on a regular basis, depending on their age and level of ability. The older the child the more homework they will receive. Homework may be set online or paper based.

Homework will be in the form of:

- Reading book
- Spellings
- Additional English or mathematics tasks
- Request to find information (project work)

Children are encouraged to be responsible for their learning. Parents will be charged, if children lose reading books and records. When a pupil is absent through illness, work can be sent home. Please consult with the class teacher.

West Cornforth Primary School is committed to raising standards of achievement and attainment, wherever possible and welcomes comments from parents. Parents who have a concern regarding the curriculum or any other school matter should contact the Head Teacher in the first instance.

Curriculum and Non-Curriculum Policy Documents

The school's curriculum and non-curriculum policy statements are available at school on request. The L.A.'s curriculum and non-curriculum policy statements are available either at school or from the Education Department at County Hall, Durham.

Music Lessons

In addition to the National Curriculum music lessons, weekly instrumental tuition is available for pupils, depending on the availability of a specialist teacher from the County Music Service. Tuition is available in flute, clarinet, drums, recorder and percussion. Pupils are encouraged to perform in assemblies, concerts and in front of peers.

Swimming Lessons

The school follows the guidance of the LA in offering swimming lessons to key stage two pupils on a weekly basis.

School Visits and Visitors

It is the school's belief that learning has to take place in all environments in and out of school. To ensure pupils are given the opportunity to see and experience a range of settings, a number of educational visits take place to extend the curriculum.

We welcome visitors into school to help the children learn about the world around them. Giving the children the opportunity to question, experience and enjoy the knowledge, experiences and understanding the visitors bring.

There are opportunities for residential activities. These enable pupils to study and experience a range of activities in a different environment.



Charging and Remissions Policy

The school cannot charge for activities which take place in school time. They meet the majority of the cost; however, parents are asked to make a voluntary contribution to cover some of the amount of an event or visit. If insufficient funds are raised to enable an activity or visit to take place, the event may be cancelled.

If the cost of the visit or event is not met by parent contributions, the school will consider subsidising the visit or event from the private school fund; however,

it has to be appreciated these funds are limited and also rely on parental contributions throughout the school year.

Healthy Snacks

As part of our drive towards being a healthy, children are offered healthy snack to eat during morning playtime.

Mobile Phones

Children are not allowed to bring mobile phones to school. If they do bring a phone to school it will be given to a member of staff and stored in the school office first thing in the morning for safe keeping and collected at the end of the day. Children have access to the office phone, if the need applies in an emergency.

School Council

We have a school council of elected class representatives who meet on a regular basis to discuss issues relating to school life and how teachers can be supported. Pupils and parents are also encouraged to take part in running initiatives within the school and contributing to school life.

Extra-Curricular Activities

A range of extra-curricular activities are on offer for all pupils. Pupils are not expected to pay for activities, except when taken by outside agencies such as football coaches etc. Activities include: Change 4 Life, Sports, Gardening, Computing and Music.



Breakfast Club

The Governing Body run a free breakfast club and after school 'drop in' for all pupils. The breakfast club is free and open to all. It is funded by Greggs and Livin. School support staff are responsible for the running of this facility, but any parent or friend of the school, who is in receipt of a current DBS may volunteer to help. We are extremely grateful to Greggs and Livin for their financial support.

The Breakfast Club is open from 7.15 a.m.to 8.45 a.m. To enable staff and volunteers to be ready for the start of the school day, the last breakfast will be served at 8.40am. Breakfast is free from 7:45 a.m.



General Appearance

Children should not wear nail varnish, make up or any tattoos, including the stick-on variety.

Long hair should be tied back. This is particularly important in order to prevent the spread of head lice and ensure safe play during playtimes and P.E.

Hair accessories such as slides, hair bands, ribbons, bobbles should be fairly simple and manageable.

Parents are asked to ensure children's hair styles are appropriate for school. Extremes of hairstyle including bright colours, tramline designs and shaved heads are not permitted as they do not reflect a high standards and expectations.

Uniform

All pupils are asked to wear the school uniform with pride (smart uniform includes black shoes). It contributes to the atmosphere and discipline of the school and prevents peer pressure being applied. It also has financial benefits for parents.

Many parents prefer pupils to wear the school navy sweatshirts and fleeces; pale blue polo shirts and grey/black/navy trousers, enabling them to keep their more fashionable clothes for after school use.

The uniform is supplied by Tops for Teams and can be purchased online or ordered from the school. Order forms, price lists and catalogues are available from the school office.

The school badge or logo can be applied to:

- sweatshirts
- fleeces
- polo shirts
- gingham dresses
- T shirts
- hats
- book bags

Please name all purchases and articles of clothing your child wears or brings to school. At the end of the school year we put on show the clothes accumulated in 'lost property'. After some considerable time, what is left is donated to charity.

P.E. and Swimming Kit

All pupils are required to wear appropriate clothing for P.E. A P.E. kit should be worn for after school sports clubs.

Our P.E. kit, includes: a (full length) white or blue t-shirt, black shorts, leggings or jogging bottoms and training shoes. All P.E. kit should be clearly labelled with the child's name. If pupils forget their kit they will be loaned clothing from the PE store. All P.E. kit should be free from any form of logo or brand name, apart from the school logo.

Girls must wear a one-piece swimming costume. Boys must wear swimming trunks or shorts. Long swimming shorts are not permitted. All children must wear a swimming hat. These can be bought from the baths for £1 each.

Jewellery

Parents are asked to ensure pupils arrive each day at school appropriately dressed and prepared for their lessons.

Parents are asked to prevent children from wearing any form of jewellery to school. The school will not take responsibility for injury, loss or damage. If a child has pierced ears, one stud may be worn if absolutely essential during the four weeks post piercing. In such cases parents are asked to accept full responsibility regarding any form of accident, which may occur because of the wearing of jewellery. If jewellery cannot be removed, then action will be taken (in partnership with parents/carers) to enable the pupil to participate safely in PE sessions.

For the safety of all pupils, jewellery may not be worn when engaging in any aspects of Physical Education. In the event of pierced ears where earrings cannot be removed, they must be taped. Teachers have the right to refuse to teach pupils who wear jewellery due to health and safety reasons. Parents must be advised that all children have to engage in PE lessons, which are a legal requirement of the National Curriculum.

Transfer to Secondary School

At the end of year six when pupils are eleven, or fast approaching their eleventh birthday, they transfer to secondary school. Most pupils from West Cornforth transfer to Ferryhill, Whitworth Park or Sedgefield schools. The school works closely with these three schools and transition workers' visit our school in the summer term to aid a smooth transition for our pupils.

Parents and pupils have the opportunity to visit secondary schools in the area, prior to deciding on a school place. A link day is arranged for all prospective pupils to meet with staff and other pupils, to find out about life in that school.

These days have proved very successful in allaying fears about the transfer, which can be daunting for some children.

Information to parents

We endeavour to keep regular contact with parents via the school newsletter 'The Cornforth Chronicle', produced every Friday, the school website www.westcornforth.durham.sch.uk, the school Facebook page, our texting service and letters of interest.

In addition, to further explain events, activities or incidents sometimes it is necessary to send out letters, texts or posters. Please ask your child if they have any correspondence for you, as they may forget what is in their bag or pocket.

Freedom of Information Act

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask at the school office if you wish to see the scheme or be provided with a copy free of charge.

Thank you for reading our school brochure if you have any queries or wish to read the school policies that appertain to the information you have read in this brochure please contact the school.

Jill Hodgson
Headteacher

For further information about our school please refer to OFSTED website.

[http://www.ofsted.gov.uk/oxedu_providers/full/\(urn\)/114079](http://www.ofsted.gov.uk/oxedu_providers/full/(urn)/114079)