

# LEEMING RAF CP PRIMARY SCHOOL PROSPECTUS



2025- 2026

## Welcome from the Headteacher

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Leeming RAF Community Primary is a friendly and positive school where staff go the extra mile to help children and families settle quickly and feel a sense of belonging. We are here to work with you to meet the needs of your child and to be a supportive part of the wider community. We are a North Yorkshire Local Authority School pleasantly situated within the station perimeter; we enjoy very positive links with other local schools, services and agencies provided through North Yorkshire Local Authority and links on the station itself.

We cater for children between the ages of four and eleven, the majority of whom are from Service families (both Army and RAF); most live within walking distance of school. We also serve children and families from the wider community of villages outside the station. We meet each child as an individual and adjust our work to ensure they progress and grow in partnership with parents.

We are very proud of our school; we have an excellent staff team and excellent facilities: 10 classrooms, a well-equipped computer room, a library, a spacious hall, and plenty of additional teaching spaces for small groups. We have extensive school grounds including an excellent outdoor learning area for our younger children with exciting new play structure, a wildlife forest garden area, a gardening area, and a sensory garden area.

We are committed to being a highly inclusive school. At the time of writing, we have approximately 145 children on roll. We place high priority on the pastoral, personal, social, and emotional development of pupils as well as providing essential academic challenge and support. We develop learning and skills through a deep and comprehensive curriculum designed to challenge and enthuse children. We encourage them to develop as rounded and thoughtful individuals keen to do their best, take part and contribute. We also prioritise sport, adventure, and active learning outside the classroom - exploring our grounds, local opportunities and through regular trips further afield.

I hope that you and your child will be very happy as a part of our school community. For more information, please call school and if possible, make an appointment to visit.



Rob Campbell  
Headteacher



## "Inspiring Excellence"

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### Why we are proud of our school

All our staff are highly committed, we work hard to provide excellence in all that we do. This encompasses our work with children and families but also more widely as we influence other partners and schools, in particular our work to represent children of service families.

We received an Ofsted inspection in March 2024 and received a glowing report which can be found on our website. The report really captures what makes Leeming special: "strong and positive relationships are the hallmark of this school" and "pastoral care is paramount to all." This really encompasses what we are 'all about' at Leeming.

The report goes on to say that:

- Leaders are "uncompromising in their pursuit of excellence"
- Governors are "highly skilled, enthusiastic and ambitious"
- Children in the early years "make good progress" because of the "strong bonds that are formed with accomplished staff"
- Pupils are "friendly and welcoming", "behave well [and have] positive attitudes"
- Children with Special Educational Needs make "excellent progress"
- "Highly effective pastoral care provides thoughtful induction for those pupils new to the school and emotional support for pupils who are leaving."
- Teachers "have high expectations for pupils' achievement"
- Pupils "are making very good progress and developing their writing skills well"
- The teaching of PE is "highly effective"
- The school has a "very settled atmosphere", and children are "thoughtfully supported" during times of parental deployment and separation
- "Strong and positive relationships with parents are formed quickly by welcoming staff."

The report talks about our children as being "polite and well mannered" and also notes that they show "much empathy" – what a great set of attributes and values. The children are the real stars of the show, and the centre of all we do. In our most recent Ofsted inspection (March 2024) the Ofsted inspector described our schools pastoral care as exceptional and praised our curriculum and provision for pupils.

### Awards and Achievements

#### Our Successes

- We are an active school with high quality PE, sport, and visits – we have won the Sainsbury's Gold PE Award to recognise this!
- We hold the North Yorkshire's Inclusion and Dyslexia Quality Marks.
- We hold the Gold Mark for Primary Science, demonstrating our investment in high quality science teaching for pupils

And most importantly...

- Parents and children tell us what a difference we make!

#### Previous Awards

Some awards are no longer validated / available. However, we are proud of our achievements in the past in these areas! We were selected as a Regional Gifted and Talented Centre for Yorkshire and Humberside— we were the first primary school in North Yorkshire to do so. We were also the first school in North Yorkshire to achieve the NACE Challenge Award in recognition for the provision we make for able, gifted, and talented pupils.

We held the national ICT mark recognising the high-quality computing opportunities we offer for our children.

## School Values, Vision and Aims

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### Values

"Our school is based on three key values: we care, we respect, we do our best"



#### We care

All members of our school should care for one another. This is particularly important as a school with such a high proportion of service pupils; high mobility and deployment rates mean many of our children are vulnerable and need a lot of caring pastoral support. This is offered by staff, by school systems, and by other children. We also seek to model care for our environment, both within and beyond school, and ensure that pupils look after and take pride in their surroundings.

#### We respect

Respect is a core value across the school. This encompasses respectful interactions, relationships, and behaviour. We also model respect for difference – as a highly inclusive school, we often have pupils with different needs and abilities, as well as having pupils from a diverse range of cultures and experiences. Pupils are taught that all individuals, regardless of their differences, are worthy of respect.

#### We do our best

Resilience in the face of challenge is a particularly important value in the school. Some of our pupils struggle to maintain independence and commitment as a result of the challenges of service life. Always 'doing our best,' no matter how difficult the circumstances are fundamental to our approach; we do not ask that every child excel in every discipline, simply that they excel in the effort with which they work.

We believe that these three values combine together to create a climate in which we can realise our school vision of "inspiring excellence."

## Vision

"Our school's vision is to inspire excellence"

This takes on different forms for different members of our school community. For pupils, it might include excellence in academic performance, in sporting achievement, in musical ability or in dramatic and artistic pursuits. Staff members strive for excellence in the provision they offer, the experiences they provide for children, and the ways in which they support pupils. For parents, we work towards excellence in partnership, in contribution or in participation in the life of the school. Governors work to create a culture of excellence, strategic leadership, and clarity of purpose.

*For all of us, our vision is to see every member of the school community inspired by one another, spurred on by a culture of excellence, to be the best that they can be.*

The final aspect of this vision is our goal of inspiring excellence beyond our school. We see this as part of our wider collective moral responsibility; offering expertise to schools in need of support. All three members of the Senior Leadership Team are system leaders (assisting other schools), and a number of our teaching team are involved in sharing best practice or working with our local Teaching School Alliance.

In this way, we can contribute to seeing our vision of excellence realised not only 'behind the wire' at our school, but in the wider educational community.

## Aims

We constantly endeavour to provide the best possible environment for learning and personal growth for all our children

We aim to:

- Create a safe, welcoming, and positive atmosphere in our school, in partnership with parents
- Provide a broad, stimulating, and flexible curriculum to engage and enthuse children - catering for their individual interests, needs and talents
- Ensure that we are an inclusive school providing equal opportunities for success and participation for all children in all aspects of school life
- Enable children to achieve their highest possible standards - to be the very best they can be - growing as independent individuals with a life-long love of learning
- Help children to understand their responsibilities, to be thoughtful, caring, and courteous members of their school, local and wider communities
- Foster in children an understanding of other people and a respectful appreciation of differences, race, religion, and culture
- Model and teach the fundamental British values of democracy, the rule of law, mutual respect, and individual liberty
- To recognise and support the unique needs of our Service Pupils and families to ensure both pupil achievement and wellbeing

## Service Families

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The majority of our children come from service families. This adds a vibrant dynamic aspect to our work which is ever changing. School has become adept at dealing with new arrivals and remaining flexible to meet individuals' needs. We also prepare children for moving on and ensure accurate information transfer to any future school. In liaison with parents, we can offer support when a parent is away.

A fact of service life is that parents are often away from home for training or on deployment; we also understand that things can change at home at short notice. School is very well aware of the practical and emotional demands this can place on a family and the child. It is essential that parents work with us in partnership - let us know if there is a posting or a parent away, so that we can keep an extra eye on your child and have a better understanding if there is a change in their behaviour or sensitivity.

Practically school can support children through a range of additional resources including e-correspondence club and targeted circle time activities. Pre- or post-deployment is an important time; usually (and whenever possible) avoid taking your child out of school in term time, however, an 'exceptional circumstance' may be authorised if this is linked to deployment.

Finally, if there is anything happening in your unit that you think school can contribute to or that you can contribute to school, please get in touch.



## Organisation

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### Admissions

We are always pleased to show new parents around the school —please telephone to arrange a mutually convenient time. During the Covid pandemic we are supporting virtual visits or outside the school day, there is also a great pupil's arrival guide that the children developed this year on our website new starters area.

We admit 4-year-old children into our Reception classes in September of each year. All children who have had their 4<sup>th</sup> birthday before 1 September will be offered a full-time place at school. Parents may of course exercise their right for a child not to commence full time schooling until they are 5.

As a school which caters for Service families, children between the ages of 4 and 11 arrive and leave at any time during the school year. We have a good understanding of what it means to change schools frequently, and our aim is to provide a stable and secure environment for all children whilst they are in our care. We quickly assess new pupils who transfer to us from other schools, and support them well as they settle in. They fit in and make friends quickly. During outgoing transition, we also liaise with new schools and Local Authorities to ensure children's needs will be met.

### Classes

We currently run 8 classes:

Class	Teacher	Year Group(s)
Bumblebees	Mrs. Whitworth	Reception/Year 1
Nightingales	Miss Richardson	Year 1/2
Kingfishers	Mrs Dougherty/Mrs. Roberts	Year 3/4
Owls	Mrs Holland	Year 3/4
Eagles	Mrs Halliwell	Year 5/6
Hawks	Miss Wilkinson	Year 5/6

Within each class, teaching organisation will vary according to circumstances - sometimes whole class, sometimes small group, sometimes individual. Teaching methods will be as varied as the widely differing needs of the children in the class demand but will have a focus on developing enquiry and thinking skills. Good use is made of the outdoors and IT to support learning.

We have good inclusive practice for those with additional needs, with support provided by our highly experienced teaching assistant team. Mrs. Wiltshire, our Deputy Headteacher, is our SEND (Special Educational Needs or Disabilities) and can provide further details.



## Our Staff Team

<b>Senior Leadership Team</b>	Mr. Campbell	Headteacher
	Mrs. Wiltshire	Deputy Headteacher, SEND
<b>Teachers</b>	Mrs. Whitworth	Reception/Y1
	Miss. Richardson	Y1/Y2
	Mrs. Holland	Y3/y4
	Mrs. Dougherty and Mrs Roberts	Y3/Y4
	Miss. Wilkinson	Y5/Y6
	Mrs Halliwell	Y5/Y6
<b>ATAs and HLTAs</b>	Mrs Cotton	EYFS (Early Years Foundation Stage)
	Mrs Pitches	KS1
	Ms. Davies	KS2
	Mrs. Dickson	KS2
<b>GTAs</b>	Mrs. Archer, Mrs McElhone, Mrs. Allison, Mrs. Blair, Mrs Griffin, Mrs Goddard, Mrs Sparey,	
<b>Admin Team</b>	Mrs. Scott	School Office Manager
	Mrs. Best	Administrator
<b>Kitchen Team</b>	Ms Knott/Mrs Prior	Cook and Support
<b>Cleaning Team</b>	Mrs. Molland	Caretaker / Cleaner



## Practicalities

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### Getting In Touch

Telephone us on 01677 422675

Email us at [admin@leeming-raf.n-yorks.sch.uk](mailto:admin@leeming-raf.n-yorks.sch.uk)

### The School Day - Times

Morning Session:	8.50 am - 12.00
Afternoon Session	1.00 pm - 3.15 pm
Afternoon Session (EYFS)	1.00pm – 3.10pm

Children should arrive at school after 8.45am (when a member of staff will provide supervision) in time for a prompt 8.50am start.

Children in EYFS/KS1 can be dropped off in classrooms by 8:50am

If you wish your child to go home for lunch, please let us know.

### Attendance / Illness

If your child is ill and cannot come into school, please let us know as soon as possible. We need either a telephone call to the absence line or a note of explanation for our records. If we have not heard from you, we will contact you by telephone by 9.30am on the first day of absence.

For appointments (dentist, doctors etc.), please try to organise this outside of the school day wherever possible. If you must take your child for an appointment during school hours, please notify the office.

### Health Issues / Medication

We work hard to include all children and their needs. We understand that there may be times when it is necessary for a child to take prescribed medicine during the school day. In such cases we prefer parents to come into school to administer the medication however, if necessary, our staff will administer following the instruction of parents. If this is the case, please come to the main office and complete the medication permission form in advance and hand over the medicine clearly labelled for your child by the pharmacy to staff.

Children who regularly use inhalers will be allowed to keep these with them throughout the school day and a spare can be stored in the first aid cabinet. Please provide a copy of your child's asthma plan and if your child's plan has higher needs, please discuss this with the class teacher (e.g., if they cannot self-administer / require nebulisers etc.).

### 'RAFA Kidz' nursery & 'Jesters' before and after school club

On station, only two minutes' walk from school, we have RAFA KIDZ- a fantastic facility for pre-school age children. In addition, older children can use this facility before and after school and during school holidays. Children are brought to and from school by Jesters staff.

Contact: Mrs Ute Oliver (manager) 01677 930243.

Mini Explorers near Bedale also offers childcare provision: Tel: 01609 749152 and there are also independent providers within station.

## Family Support

Being a parent is not the easiest of jobs at times! Through North Yorkshire Local Authority, we have a family support worker available to parents. They are part of a service named the 'Prevention Team' but are not 'social care' – family outreach workers are there to help in a non-threatening manner. If you would like someone to talk to, have a concern regarding your child or maybe are finding things a bit tricky, please get in touch. A member of the Senior Leadership Team can then arrange for the Family Support Worker to give you a call. Parents have found her support useful so give it a go.

We also provide pastoral support for families via trained HLTA staff in school. They can provide tailored support for children and their parents during times of difficulty, including during deployment, difficult family situations, transition or general behaviour support and advice.

## Children's Centre

We are part of the Bedale Children's Centre, which is an area provision staffed by a team of workers. The centre is based at Bedale High School in the 'Culture shack.' Their remit is mainly to support families of pre-school children, but they can work with older children. They run sessions in several venues across the area, including at the HIVE on camp.

These sessions are varied and focus on parent support, child development and behaviour and helping your child to learn. They also run a variety of adult training courses.

Contact: 01609 535060 / 01609 534634.



## Getting to School

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### Safety

When collecting your children from school, you may well have younger pre-school children with you. Please supervise these younger children closely, and do not allow them to wander alone.

Dogs sometimes frighten small children and can present a health hazard. They should not be brought onto the school site.

A member of staff will stand by the blue gate to supervise accompanied pupils leaving the school site. Please ensure all children understand they must stay close to parents/carers.

### Pedestrians

Most of our families live within 10 minutes walking distance from school, and we encourage all our children to walk to school whenever possible.

### Private Cars

If you do need to drive, please do not bring your car onto the school drive, or into the residents-only area of Hawthorn Close, but park in the designated area prior to Hawthorn Close, which is behind the school hall. We ask all parents to set a good road safety example to the children at all times and supervise them especially closely around vehicles.

### Cyclists

We are keen for children to cycle (or scoot) to school, and we have excellent facilities for storing bicycles. However, please ensure that your child wears a cycle helmet and is appropriately supervised when cycling. Dismount before entering the school site and leave on foot. Our Year 6 children are offered on-road cycle training sessions

### Security

Once children have arrived the side gates are secured. Access to school during the day is through the main school office.

All visitors to the school are expected to sign in and wear a visitors' badge whilst they are on school premises.

Volunteers must wear a volunteer lanyard at all times.



## What to wear: School uniform etc.

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### School Uniform

Children wear grey or black (school) trousers or shorts, or grey skirt or pinafore as appropriate, with a white shirt or polo-shirt, royal blue jumper, or school sweatshirt. In summer girls may prefer a blue/white dress. We request that long hair be tied back for safety, and that children's hair should not be dyed / styled in radical ways. We also ask that children bring wellies and over trousers to stay in school for the full term to enable them to always play in our outside area which has mud kitchens, construction area and wildlife areas etc

Please ensure that your child wears sensible school shoes. Royal blue sweatshirts/cardigans with an embroidered school logo and numerous other school uniform items are available from our provider at [www.school-shop.co.uk](http://www.school-shop.co.uk) Please name all items clearly, for they do sometimes go astray. Do ask to search our lost property box for missing items! In sunny weather please provide a sun hat and apply sun cream before school and supply sun cream which children can self-administer if required.

### PE Clothes

There is no need for expensive branded sportswear in school. Please send PE bags in on a Monday to come home on a Friday in case PE schedule changes.

Children will need plain black shorts, a plain white round-neck T-shirt, and plimsolls, although for indoor PE children will generally work in bare feet. PE clothes, which need to be clearly named, are best kept in school all week; we sell blue school drawstring PE bags which are ideal for this purpose. Children from Year 3 upwards will need trainers (instead of plimsolls) and a plain dark coloured tracksuit for outdoor PE in colder weather. Please note that these may get muddy.

### Jewellery

Jewellery is not appropriate for school. If your child has pierced ears, only studs may be worn on school days. For reasons of safety, once the initial 6 weeks have passed, ear studs should be removed for PE lessons. If your child is unable to do this independently, please do not let them wear earrings on PE days.

### Bags

Cloakroom space is limited. No large bags please. School Shop sell durable book bags and drawstring PE bags from the school uniform provider. With the exception of games kit for the older children, other school bags should not be needed.

### Personal possessions

Please do not allow your child to bring valuable items to school.



## A Healthy School

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### Staying Healthy

We value our 'Healthy School' status and hope that you will support us in all that we do to encourage our children to be healthy. It is not just keeping physically fit but encouraging health and wellbeing more widely - including safe choices when it comes to behaviour and taking risks, and children's diet. We particularly need parents' help when it comes to encouraging children to take part in clubs and in providing suitable food and snacks in school. Many aspects are covered through the curriculum, in particular Science and PSHE (Personal, Social and Health Education), however a consistent message from home and school is what establishes positive attitudes, habits, and behaviours for life.

### Water

Children need to drink plenty of fluids, and the best thing for them to drink throughout the day is water. The children bring their water bottles home regularly so that you can ensure that it is kept clean. Because of the obvious risk of tooth decay, we will allow only plain water in these bottles, please avoid squash and fizzy drinks are completely prohibited. The children can refill their water bottles at school during the school day.

### Milk

School milk is available for all children through the 'Cool milk' scheme. This is free to pupils under 5, however, there is a charge for children aged 5 and over who wish to have milk. Visit: [www.coolmilk.com](http://www.coolmilk.com), if you would like to order and pay for milk for your child to be delivered to school where you can sign up and manage your own account.



## Eating at School

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### School Dinners

We highly recommend our school meals, which are prepared freshly each day on site. Menus are sent home at the start of each term and are also available from the school office. There is a set menu each day, with fresh fruit or yogurt available as an alternative to dessert. Please ask at the school office to find out the cost per day and week. School meals ensure a balanced diet in line with stringent food standards for children. Children can order their dinners on the day.

We manage all dinner monies and meal tracking through an online system called Parent Pay. On arrival you will be issued a unique code to create your family's ParentPay account, this is also used for school trip contributions and consent to partake in events. Balances are updated daily; we request that all meals are paid for in advance of your child ordering them so that you have a credit balance that is used each time a meal is purchased. Meals are currently £3.56 per day.

All children in Reception to Y2 are entitled to Universal Free School Meals.

In addition, if you think you may be entitled to free school meals due to limited income, contact NYCC Pupil and Parent Services, Northallerton. Tel: 0845 349468.

### Packed Lunches

If parents prefer, children may bring a packed lunch to school. Please label your child's lunch box clearly.

Please support us in our efforts to teach children the importance of eating healthily by providing a well-balanced packed meal for your child, (which should also meet food standards for child health): always including some fresh fruit and/or some fresh vegetables or salad. We ask you *not to include nuts* (as we have children with severe allergies) or sweets, or large chocolate bars. Similarly, please try to avoid providing excessive amounts of processed food such as cheese strings, crisps, 'dunkers' etc.

A healthy packed lunch may look like: cheese and lettuce sandwiches / carrot sticks / grapes / yoghurt / small biscuit (Kit-Kat or similar).

We provide water for every child, so there is no need to include a drink unless you particularly wish to. For obvious reasons, no glass bottles, and no fizzy drinks please.

### Snacks

As part of the national 'Fruit and Vegetable Scheme,' younger children (Reception, Year 1, Year 2) are offered a free piece of fruit each day, which they eat during mid-morning break. Older children are encouraged to bring fresh or dried fruit from home. Please note that biscuits, sweets/fruit winders with high sugar content, crisps, or chocolates are not allowed. Again, no nuts thank you.

## Behaviour Policy

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### Values Based Approach

We have simplified our 'rules' from a list approach to a set of our values, and, therefore, our expectations:

#### **We care**

#### **We respect**

#### **We do our best**

All children learn about these values in an age-appropriate way with an expanding complexity as they mature. We place a strong emphasis on individual responsibility for positive personal and learning behaviour, where the consequences to themselves and others are understood. In cases of more challenging behaviour an individual plan and set of criteria will be used.

### Rewards

Throughout the school, effort, good work and good behaviour are rewarded through stickers, merits, certificates and our 'Always' badge. Children who consistently behave well, work hard and show good learning behaviour are awarded an Always certificate and badge to show that we recognise that they are always trying to do the right thing. In Key Stage 1 full merit cards are celebrated in assemblies; in Key Stage 2 certificates are awarded for achieving multiples of 25/50/100 merits. For all year groups WOW (Worker of the Week) certificates are presented in school assemblies on Fridays.

### Sanctions

Few children require sanctions; however, unacceptable behaviour may result in a child missing some minutes of playtime or speaking to a member of the Senior Leadership Team. If ever we are concerned about a child's behaviour, we contact parents, as we believe that working together is crucial. In the rare event of serious behaviour difficulties, short-term exclusion from school could be considered — we follow local authority guidelines in administering this sanction.

Each Key Stage follows a system of visual reminders in the classroom to monitor and reward behaviour. Full details are in our Behaviour Policy which is on the school website.



## Curriculum

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### Foundation Stage

The children in Reception follow the 'Early Years Foundation Stage' curriculum which is organised into 7 areas of learning:

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

We plan exciting learning opportunities for our youngest children, both indoors and outdoors. Phonics, reading, writing and maths are taught in small groups with children of similar ability grouped together.

### Key Stage 1

Key Stage 1 comes after Foundation Stage and includes children in Year 1 and Year 2. We follow the National Curriculum over a two-year cycle of coverage.

The curriculum in Key Stage 1 develops independence, creativity, and enquiry. Phonics, reading and writing, and maths, are taught with children of similar ability grouped together. Children have lots of opportunities to learn outside.

### Key Stage 2

Key Stage 2 comes after Key Stage 1. It includes children in Years 3,4,5 and 6. In Key Stage 2 we provide an exciting curriculum, covering all the subjects in the National Curriculum: English, Maths, Science, Computing, Geography, History, Religious Education, Design & Technology, Art, Music, PE, French, and Personal, Social, Health and Citizenship Education (PSHCE).

Children enjoy their learning; there are lots of opportunities for them to work together collaboratively, to solve problems, to think creatively and to complete practical tasks. Children continue to have opportunities for learning outdoors.

### Special Educational Needs and Disabilities

A child may have special educational needs as a result of a physical disability, or medical condition. Alternatively, a child's needs may relate to learning, emotional or behavioural issues or a combination of these. Whatever needs your child may have, we hope to work in partnership with you to ensure that they make the best possible progress. We monitor children closely and can sometimes recommend that a child is given additional support and are placed on the SEND register. Our school has been awarded the Dyslexia Quality Mark, and the Inclusion Quality Mark.

Children can also arrive having previously received additional support for difficulties with an aspect of learning or behaviour; we work hard to meet all children's needs and target resources accordingly. We have a special needs policy which is available for parents. This carefully adheres to the Code of Practice laid down by the government. We have a special need coordinator (Mrs Wiltshire) who is available to talk through any concerns or questions you may have. We are also very careful in the

handover of information on children with SEND so receiving schools are clear about the support they need.

We have excellent facilities for children with physical disabilities. Normal admission arrangements apply to pupils with SEND. Those with a Statement or EHCP (Education, Health, and Care Plans) can name our school through the local authority, and we then assess if we can meet the child's needs.

## Able, Gifted and Talented

We are proud to have been awarded the NAACE Challenge Award for our provision for children who are able, gifted, and talented, and we were also selected as a 'Regional Centre for Gifted and Talented Education.'

We recognise that we have in school pupils who are able, gifted, and talented, children who have exceptional ability in one or more areas of the curriculum. This may be academic ability, but it may be creative talent or outstanding ability in sport. We acknowledge that such pupils need additional learning experiences to develop, extend and enhance their abilities. We do not place a ceiling on achievement. Every child, of whatever ability, is encouraged to improve on their personal best. If you feel that your child has a particular talent, please tell us!

## Collective Worship and Religious Education

As a community school, we are required to provide a daily act of collective worship. We see our school assemblies as an important part of our personal and social education programme and try to avoid specific religious doctrine.

In RE lessons, we follow the North Yorkshire agreed syllabus for religious education; children are taught about other major world faiths as well as Christianity.

Parents have the right to ask for their child to be withdrawn from either collective worship or religious education lessons if they so wish. Such requests are very rare; we encourage children to play an active part in learning about other people's faith, as this is key to upholding Fundamental British Values.

## Fundamental British Values

Our school values align perfectly to the four 'Fundamental British Values,' as defined by the government (Democracy, Rule of law, Individual liberty, and Mutual Respect & Tolerance for those of different faiths and beliefs). These have been drawn up to reflect what it means to be British, and we believe it is important to impart these values to our children.

We teach specific Citizenship lessons and cover these values within those sessions. However, arguably more powerful than discrete lessons are the way in which values are embedded within our day-to-day activities. Examples of the ways in which we foster these can be found on our website.

## Personal, Social and Health Education, and Citizenship

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, and responsible citizens.

PSHE is fully integrated into our curriculum planning for all our children. This includes a sensitive approach to learning about growing and changing, relationships and responsibilities, puberty, and adolescence. Parents do have the right to withdraw their child from sex education if they so wish, although this very rarely happens.

In addition, Year 6 children visit 'Crucial Crew', an exciting county-wide event which teaches children how to stay safe in a range of contexts.

## Computing and the Internet

Our children use computers regularly at school and are taught the skills they need in order to make the best use of the technology available. We have a wide range of software covering all areas of the curriculum. Children have access to PCs, laptops, I-pods, I-pads, netbooks, digital cameras, and visualisers to support learning and presentation.

All computers have internet access to support children's learning and enrich the curriculum. Our system is fire-walled for the protection of children from inappropriate content.

At appropriate stages during their education, children will be taught about internet safety, and about potential risks. If you would like to know more about our internet policy, or if you have any concerns in school (or at home) please ask or visit one of the following websites:

[www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)

[www.saferinternet.org.uk/safer-internet-day/2016/parents](http://www.saferinternet.org.uk/safer-internet-day/2016/parents)

## Charging Policy

We aim to enrich the curriculum with special events, regular educational visits to places of interest and by inviting other professionals into school. Parents are supportive of these activities as they significantly improve the experiences and learning on offer to children. Additionally, we take the children to Bedale for swimming lessons as swimming is part of the National Curriculum for KS2. These events and experiences are of considerable value, but they can be expensive. We are not legally allowed to charge for them; however, we do ask parents for voluntary contributions to fund these important occasions, which could not otherwise take place. Enrichment activities will usually cost around £15/term per child in addition to swimming via the ParentPay Portal.

Where parents are unable to contribute, children will still take part as long as the trip / event is able to run. Please note that any shortfall in funds is made up from our school funds. Parents who pay do not subsidise other children. Trips usually run at cost or with a subsidy; any surplus would be reimbursed.

## Homework

We hope that you will support your child with their schoolwork, and we will always keep you fully informed about homework expectations.

Throughout school we would like you to take an active and on-going interest in your child's reading development. The children are given reading diaries in which we invite you to record reading done at home each day.

At Leeming, we believe strongly that children's learning can be supported and enhanced by homework and sharing the learning process with parents. However, we also believe that children and their families should have time together to spend on things other than homework. We do not want to turn homework into a huge issue and are therefore avoiding 'sanctioning' children for not

completing it. Learning should be enjoyable, and we also recognise that for many families, time may be pressured, and, in our service context, a parent may only be 'around' for a short time before another deployment etc. In these instances, please have a quick word with the class teacher who will understand if homework has been missed as a result.

*Volume / Nature of Homework in each Year Group:*

1) Reception:

- a. 10 minutes **Reading**, 5 times a week (or more!)
  - i. Includes flashcard phonics / phonics sounds

2) Y1/2:

- a. 10 minutes **Reading**, 5 times a week (or more!)
- b. **Spellings** (around a pattern/ sound, tested in school)
- c. A Creative Task

3) Y3/4/5:

- a. 10 minutes **Reading**, 5 times a week (or more!)
- b. **Spellings** (around a pattern, tested in school)
- c. Maths
  - i. Ongoing **Times Tables** Practice
  - ii. Sumdog Online Maths
- d. A Choice of 3 Tasks (generally Literacy / Topic based)

4) Y6:

- a. **Reading** Task
- b. **Grammar, Punctuation and Spelling** Task
- c. **Maths** Task
  - i. Ongoing Tables & Sumdog Online Maths
- d. The above to be replaced by revision books in preparation for SATs.

During holiday periods please continue to read regularly with your child. Older children can use Sumdog to keep practising and developing their maths skills.



## Extra-Curricular Activities

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### What else can we offer your child?

Extra-curricular activities vary according to the time of year, as well as from year to year. They may be organised by staff, parents or visiting teachers and whilst some activities are free, there are charges for others. The following are examples of what has been available recently:

#### Music

We have a popular children's choir and recorder clubs sometimes at lunchtime and sometimes after school. In addition, if you would like your child to learn to play a different musical instrument, please ask about tuition at school. The Local Authority currently offer lessons in brass, woodwind, strings, and keyboard in school. Please note that there is a termly fee for these lessons.

#### Outdoor pursuits

Each year, children in Years 5 and 6 may take part in a residential visit for 3-4 nights and tackle a wide range of challenging outdoor activities under expert tuition. Our teachers accompany the children to the centre, which is staffed with qualified and experienced instructors. There is also the chance for Y5/6 pupils to kayak at Catterick.

#### Sport

We take every opportunity to enjoy sport. We have several lunchtime and after-school clubs offering a mixed programme of games, as well as tag-rugby, cricket, archery, and gymnastics. We also provide regular opportunities for older children to take part in inter-school events such as football, tag rugby, netball, rounders, tennis, swimming, cross-country running, archery, and athletics.

#### Student Council

We offer lunchtime Student Council once a week, where children are voted in to support and develop our children's voice within school.



## Other Information

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### Concerns and Complaints

If ever you have a concern, we hope you will feel able to come and talk either to your child's class teacher or to the headteacher. Most difficulties can be easily resolved in this way. After that, if you are still unhappy you may of course put a formal complaint in writing which would then be referred to the governing body. Please see our complaints policy online for more details. We hope, however, that you will simply talk with us – we have an open-door policy and would always try to 'nip things in the bud.'

### Equal Opportunities

We oppose all forms of unlawful or unfair discrimination, whether because of race, ethnic or national origin, sex, gender/reassignment, marital status, family status, sexuality, religion or beliefs, disability, age, or any other situation which is used to discriminate. Please ask for a copy of our Equality action plan or policy for more details. We tackle these important issues within class, assemblies and through our wider ethos of expectations.

### Child Protection

We take the care, wellbeing, and safety of children seriously. We aim to maintain a positive relationship with all parents and will discuss with you any concerns we have about your child. There may be exceptional circumstances when, in accordance with Child Protection procedures, we will discuss our concerns with Social Care and/or the Police without your knowledge. We follow North Yorkshire Area Child Protection procedures. Parents can also express any concerns to us in school contacting Mr. Campbell or Mrs. Wiltshire. Our full Child Protection Policy is available online. The links below may also be useful:

NYSCB [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

CEOP [www.ceop.gov.uk](http://www.ceop.gov.uk) Parents Protect [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

### Attendance

Our attendance figures are usually positive, and we have few unauthorised absences. We do not permit family holidays during term time except under exceptional circumstances. These circumstances primarily relate to pre/post deployment leave of absence, or the need for a family to spend time together after / during a time of crisis.

If you would like to request leave of absence for exceptional circumstances, a form is available from the office via [admin@leeming-raf.n-yorks.sch.uk](mailto:admin@leeming-raf.n-yorks.sch.uk).

### Where next?

At the end of Year 6, the majority of our children move on to Bedale High School or Wensleydale School and Sixth Form, which takes pupils from the age of 11 to 16.

## Parents – how you can help

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### Working Together

We value our relationship with parents. We want to work together with you in an atmosphere of mutual trust, respect and understanding so that we are able to do the best we can for your child. We will keep you fully informed about your child's progress throughout her/his time at Leeming School, and we will certainly approach you if we have any concerns or suggestions. You will be offered a formal consultation twice during each academic year, but you are welcome to make an appointment to see your child's class teacher at any time. Parents of new arrivals will be invited to sign our Home School Agreement (put together by staff, parents, and governors) and will be invited to an initial meeting within three weeks of their child starting with us.

We hope that you will want to play a full and active part in the learning process both in school and at home, and so we will give you regular information about the curriculum and about the teaching methods we use. We welcome parents into school and into our classrooms. There are many and varied opportunities for getting involved, either regularly or just occasionally — reading, art activities, maths games, cooking, or perhaps accompanying us on a school trip. If you are willing and able to help in any way, please mention this to the office, or have a word with your child's class teacher at any time.

Please tell us if there are any adjustments, we need to make to help you support your child, for example: letters in large print, or in a different language, or the provision of wheelchair access etc. If you find reading or maths difficult, do not worry, we are happy to support with adult literacy or maths classes, please just ask us for details.

## The School Governors

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### The Role of the Governing Body

School governors, together with the headteacher, are responsible for the overall educational and financial health of the school. They are all unpaid volunteers who meet regularly (approximately once a month) to discuss and decide upon all aspects of school management such as appointing staff, monitoring the budget, maintaining the premises, and reviewing the curriculum. They must build an in-depth knowledge of the school and become our critical friends. The governing body is a legal entity, and governors execute their individual responsibilities collectively. In short, the governors are best thought of as trustees of the school who act in the interests of current and future pupils and staff.

We greatly value the professionalism and commitment of our governors. We have vacancies for new governors fairly regularly. If you may be interested in becoming a school governor, do let us know.

The DfE's Governors' Handbook describes the core functions of the Governing Body as:

- 1) Ensuring clarity of vision, ethos, and strategic direction;
- 2) Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- 3) Overseeing the financial performance of the school and making sure its money is well spent.

### Our Governing Body

Full details of our governors can be found online.

Our Chair of Governors is Mr. C Gilbey.

<b>Name</b>	<b>Category</b>	<b>Appointing Body</b>
Mr. C Gilbey	Co-opted (Chair)	Governors
Mrs. V Sadd	Co-opted	Governors
Mr. M Welsh	Co-opted	Governors
Ms. N Maycock	Co-opted	Governors
Mr S Moss	Parent	Parents
Mrs. N Wiltshire	Co-opted	Governors
Mrs. B Calvert	Co-opted	Governors
Mr. A Holland	Parent	Parents
Mr. R Campbell	Headteacher	Ex-Officio
TBC	Staff	Staff
	LA	Local Authority

If you wish to contact a governor, please email our Clerk to Governors, Mrs. Yvette Scott, via the school office email address.

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## Term Dates, 2025 - 2026

### Autumn Term 1

**Professional development training day:** Monday 1st September 2025

**Term starts:** Tuesday 2nd September 2025

**Term ends:** Friday 24<sup>th</sup> October 2025

**Half term holiday:** Monday 27<sup>th</sup> October 2025 to Friday 31<sup>st</sup> October 2025

### Autumn Term 2

**Professional development training day:** Monday 3<sup>rd</sup> November 2025

**Term starts:** Tuesday 4<sup>th</sup> November 2025

**Term ends:** Friday 19<sup>th</sup> December 2025

**Christmas holiday:** Monday 22<sup>nd</sup> December 2025 to Friday 2<sup>nd</sup> January 2026

### Spring Term 1

**Professional development training day:** Monday 5<sup>th</sup> January 2026

**Term starts:** Tuesday 6<sup>th</sup> January 2026

**Term ends:** Friday 13<sup>th</sup> February 2026

**Half term holiday:** Monday 16<sup>th</sup> February 2026 to Friday 20<sup>th</sup> February 2026

### Spring Term 2

**Term starts:** Monday 23<sup>rd</sup> February 2026

**Term ends:** Friday 27<sup>th</sup> March 2026

**Easter holiday:** Monday 30<sup>th</sup> March 2026 to Friday 10<sup>th</sup> April 2026

**Professional development training day:** Monday 13<sup>th</sup> April 2026

### Summer Term 1

**Term starts:** Tuesday 14<sup>th</sup> April 2026

**May bank holiday:** Monday 4<sup>th</sup> May 2026

**Term ends:** Friday 22<sup>nd</sup> May 2026

**Half term:** Monday 25<sup>th</sup> May 2026 to Friday 29<sup>th</sup> May 2026

### Summer Term 2

**Term starts:** Monday 1st June 2026

**Term ends:** Friday 17<sup>th</sup> July 2026

**Professional development training day:** School Closed Monday 20<sup>th</sup> July 2026

## In Conclusion...

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We hope the information in this prospectus has given you and your child much to look forward to has helped in answering your questions. With your help and co-operation, we will endeavour to make your child's time with us one which is happy, successful, and inspiring.

Welcome to Leeming.

