



Brierley C.E. (VC) Primary School Prospectus



**Though we are many, we are one body.
Together, we learn and grow.**

Welcome

We have a committed family of staff, governors and parents at our happy and caring school, who support our aim for excellence and positivity, always striving for the best possible outcome for every single child, whilst delivering a rich and varied curriculum.



We aim to provide children with the skills and knowledge in which they can not only achieve, but excel. We have high expectations of our pupils and want all to achieve their full potential. We work together to raise self-esteem and self-confidence so children believe in themselves and are courageous enough to 'have a go'.



As a school of faith, the education we provide is based on Christian Values and we encourage pupils to respect these, as well as other cultures and religions within our society.

Our vision: 'Though we are many, we are one body. Together we learn and grow' is embedded in all we do.

I do hope you find our prospectus useful, but should you have any questions about our school, please do not hesitate to get in touch.



Mrs Sam Benson

Head Teacher

Our Vision, Values and Ethos

Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey.

Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for our unique character and qualities: difference is met with dignity and compassion.

Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.



Values and Ethos

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of our schools.

Foremost is a belief in education, at home at school, as a route to the spiritual, moral, social, cultural, physical and mental development of the individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Education should also reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, new work and leisure patterns and with the rapid expansion of information and communication technologies.

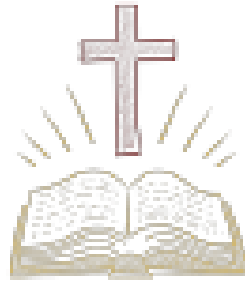
Aims

Through the effective delivery of our values we look to work in partnership with home and the community to achieve our aims. These are broadly encompassed as:

Providing opportunities for all children to learn and achieve, so reaching their full potential

Promoting pupils' spiritual, moral and social and cultural development

These aims are interdependent of each other and will reinforce the children's ability to learn and achieve.



Our Prayer

**Christ has no hands
But our hands to do his
work today,
Christ has no feet
But our feet to lead
others on their way,
Christ has no lips
But our lips to tell others
why He died,
Christ has no love
But our love to win
others to His side.
(St Teresa of Avila)**

"The Christian vision permeates all aspects of the school's daily life and is understood by all members of the school community. Together with core Christian values, the school's vision ensures that everyone grows and flourishes in a loving and caring community where the mental health and wellbeing of the whole school family is given high priority."

**Brierley C.E. (VC) Primary School
Church Inspection, 2019**

Our Church School Community



Our Christian values and ethos are firmly rooted in the Biblical teachings and we enable our pupils to participate and experience acts of worship and teach them to respect the opinions and acknowledge the beliefs of others.

We also believe that all of our children should play an active role in the religious education lessons delivered in school. Parents do have the right to withdraw their children from religious Education and Acts of Worship.

Admissions

All applications for a place in our FS2 class at Brierley CE Primary School are coordinated by Barnsley Local Authority.

Prospective parents are welcomed to visit the school prior to their child starting in our FS2 class.

The standard number for admissions to the FS2 class each September is 30.

Local Authority

1 Westgate, Western St,
Barnsley S70 2DR

Parent Partnership

Parents or carers are always welcome to talk to their child's teacher, Special Educational Needs Co-ordinator, Deputy Head Teacher or Head Teacher about any concerns they may have.

Parents are encouraged to attend consultation meetings throughout the year where attainment and progress of their child can be shared.

Parents will also receive their child's annual reports on their achievement once a year.

However, a parent may be called in to speak to a class teacher if there are concerns regarding progress, behaviour or homework.

Our Christian Links

Brierley CE Primary School is supported by the places of worship in the village. These include:

St. Paul's Church, Church Street,
Brierley;
Methodist Chapel, Church Street,
Brierley;
Pentecostal Church, Church Street,
Brierley

For further admission information please visit BMBC admissions arrangements:
<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-admissions-and-transfers/admission-arrangements>

Safeguarding

Prevent Strategy

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of children and prepares them for the opportunities, responsibilities and experiences of life.

We aim to protect children from harm and to ensure that they are taught in a way that is consistent with the law and British Values. To this end, we:

Raise awareness, provide information enable learners to make a positive contribution and Safeguard young people.

At Brierley, children participate in a curriculum that promotes active learning and questioning enables the pupils to explore social and emotional aspects of learning throughout the curriculum.

We celebrate our own uniqueness and challenge prejudice of any kind.



Homophobic Language

Just as racist remarks and language will not be tolerated at Brierley Primary School, we will also take the use of homophobic language very seriously.

Intervening when young people use homophobic language creates a school culture where homophobia and homophobic bullying are not tolerated.

The School has a duty to safeguard the wellbeing of all young people in their care. Failure to respond to homophobic language can have an impact on pupils' confidence and self-esteem, as well as their attainment at school.



Promoting British Values

The Government set out its definition of British values in the 2011 Prevent Strategy. At Brierley Primary School, these values are reinforced regularly and in the following ways:

Democracy

Children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of these and are given the opportunity for their voices to be heard. We have a school council which meets to discuss issues raised in class council meetings and our Worship Ambassadors support our spiritual, social and moral purposes.

The Rule of Law

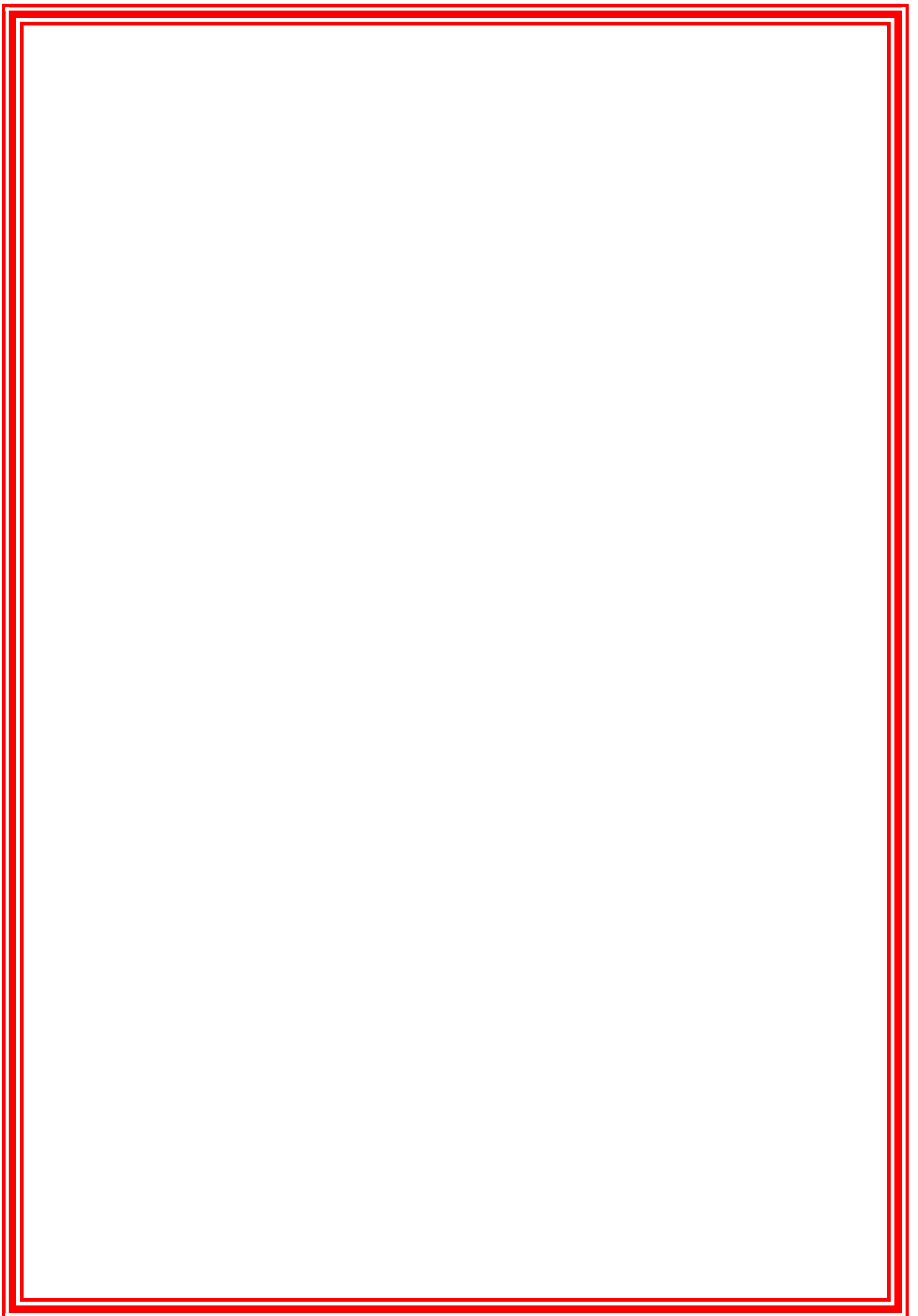
The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced. Our behaviour policy supports this. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, children are actively encouraged to make choices in a safe and supportive environment. As a school we educate and provide boundaries for children to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.

Mutual Respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. At Brierley, we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.



School Discipline



Parents who choose to send their children to Brierley know the importance we place on discipline and behaviour. Children have a right to be and feel safe in our school and this can be achieved through a clear, consistent and structured approach.

Good behaviour is expected at all times. This makes our school a safe and secure environment for all. All children are made aware of our behaviour policy where good behaviour is recognised through a series of rewards and poor behaviour results in sanctions being applied.

Written statement of behaviour principles

The Governing Body is responsible for reviewing and approving our written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

To consolidate our expectations and make these child friendly, we display our 'Be our best at Brierley' expectations throughout school as reminders of our expectations

Children must live out our 'Be our best at Brierley' expectations at all times in and out of school:

1. Be aspirational – aim high and try your best.
2. Be respectful to people, the environment and property
3. Be creative and try new things
4. Be resilient and determined
5. Be honest
6. Be kind and caring
7. Be forgiving
8. Believe in yourself

Be Evergreen

At Brierley CE (VC) Primary School, central to the encouragement of good behaviour is the use of rewards and praise. However we recognise there is a need for consequences where poor or challenging behaviour is displayed. These consequences come in form of sanctions which are, similar to rewards, structured in a tiered approach.

All circumstances will be considered and we ensure sanctions are administered timely, fairly and in a reasonable manner where the child understands the consequences of their actions and what choices should be made in future to avoid repeating the behaviour.

On average, around 210 children attend our school every day. It is quite natural that some children will fall out with each other and there are occasions when injuries or incidents occur by accident. Unfortunately we do have a small number of isolated incidents where children's unacceptable behaviour leads to injury/upset for other pupils. Our 'Be our Best at Brierley' expectations are quite simple and repeated/referred to on a daily basis- we expect these to be lived out each day by every child.

The Be Evergreen system has been devised to ensure that children in all classes have clear and age appropriate guidelines for their behaviour. This includes sanctions for those who fall below acceptable standards.

We have a clear system to show children which stage of behaviour monitoring they are at.

All children start the week on GREEN and if they follow our Be our Best at Brierley rules they will be rewarded with one or more of the examples above such as house points, prizes and certificates.

If a child has been on GREEN all week, we will text parents to celebrate their achievement. The child will also receive an extra house point for their tally!

If a child presents:

Disruptive behaviour, lack of effort, low level misbehaviour, name calling or not sharing at playtimes then they will have their name placed on AMBER. This means that they have received an instant warning that their behaviour is not acceptable and we expect that it will improve rapidly. Children can be moved back to green as soon as they rectify their behaviour and show that they are now following the Be our Best at Brierley expectations.

If a child has been on AMBER several times during the week, then we will speak with the parent/carer.

We have a three strike system to the red level.

If a child fails to improve after an amber warning, is involved in any proven physical behaviour- hitting, kicking, biting, is proven to have used inappropriate language then they will have their name placed on RED. This means that they will be informed of the strike they are on.

Strike one means missing 30 minutes of lunchtime and writing a letter of apology to the appropriate person/people.

Strike two means that the child will miss a privilege to be decided by the teacher/SLT. This could be an extra curricular club, a disco, a dress down day, a party, a reward visit, a competitive sporting fixture, etc.

Strike three means that all privileges listed above will be removed for the half term. A clean slate will then be applied and the strike system will start again.

When a red light is applied, the SLT will be informed and this will be logged.

If a child has been on RED then we will either contact the parent/carer immediately or on collection of the child. This is then logged along with the sanction issued such as missed privilege. If a club is to be missed then we will give at least one week's grace

for childcare reasons. It is the responsibility of the parent to make alternative arrangements for collection on the evening affected.

Anti-Bullying

We want our school to be free from any threat or fear that impacts on our learning. At our school, we will not accept any form of bullying, regardless of what excuses are given. We know the effect on children who may be subjected to bullying, and we will work together to try and stop it. We strive to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunities, through high expectations and adherence to traditional values. All members of our school have a right to feel welcome, secure and happy. Pupils should expect to learn in a supportive and caring environment without fear of bullying. We treat bullying as a serious offence and take every possible action to keep it to a minimum.

Complaints

Any complaint are addressed swiftly and hopefully resolved by verbal contact with that member of staff. If a formal or more serious complaint is made, parents can follow the school's policy, or try and resolve this through the Head Teacher.

Attendance and Punctuality

Punctuality and attendance are crucial for a child to achieve and reach their full potential.

Lateness not only means missed learning but 10 minutes every day is a full lesson missed of English or maths every week and 39 lessons over a year is a lot of missed learning. Equally, good attendance is crucial. If a child has two weeks off over the year, every year through illness etc then over the course of 8 years is over 16 weeks missed schooling-that's almost half a year!

The school will challenge poor attendance and our Parent Support Adviser is always on hand to provide advice and meet with parents and child and make referrals to the Education Welfare Office. Good attendance is recognised through initiatives and incentives.

Medical appointments need to be made, wherever possible, out of school hours. If not, the appointment card must be seen by the office staff.

Parents are responsible for informing the school of a child's non-attendance.

Our Awards



Special Educational Needs and Disability

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. (SEN Code of Practice 2015 p.94).

Our policy is to give every pupil the opportunity to experience success in learning and to achieve their maximum potential through a flexible, differentiated programme.

We promote a caring and sympathetic attitude to all children with special needs, whether it is academic, physical, social or emotional.

We aim to ensure that difficulties are diagnosed quickly and appropriate provision is made for each individual. Once children with SEN have been diagnosed, we aim to make provision for that child in order for them to reach their full potential.

Admission arrangements for children with Special Educational Needs are exactly the same as for those without special educational needs, unless an Education, Health and Care Plan (EHCP) is in place. There will be close liaison between the school and setting from where a child is coming and monitoring will be put in place to ensure effective transition into our school.

Brierley is at present housed in one building, with a dedicated FS2 classroom and an outdoor sensory 'pod' used to support sensory and other needs. Resources for SEND are purchased as appropriate and matched to the needs of the children.

General

- Children begin learning at 8.50am and the school closes at 3.15pm.**
- Pupils must be collected on time. If a child is not collected on time then the school will make an effort to contact parents then inform Social Care in according with our Children Not Collected Policy. The school will not dismiss children to adults who do not collect them regularly or have not been informed of a change.**
- The school breakfast club starts at 8.00am where children will be given a healthy breakfast. There is a charge for this service and parents need to book in advance.**
- Dinner money must be paid in advance using the Gateway app.**
- Children may bring mobile phones to school but they must be given to an adult for safe keeping until the end of the school day, in accordance with our Mobile Phone Policy.**
- Only prescribed medication will be given by school staff to a child. This must have the child's name on the original bottle by the prescriber. No medication will be administered otherwise.**
- Any illness will be dealt with by staff at the school office and injuries by qualified first aid trained staff.**
- Parking is limited around Beech Close and we remind parents to be mindful of the residents near school when dropping off and collecting children.**
- A strict no-smoking policy is in place on the school grounds, including e-cigarettes.**
- In the interest of safety and hygiene, dogs are not permitted on the school premises, with the exception of the school dog.**
- Jewellery should not be worn in school other than a wristwatch**

and/or small stud earrings. All earrings must be removed for P.E.

Early Years Curriculum

Our Early Years Curriculum is designed to promote the Three Characteristics of learning:
Playing and Exploring,
Active Learning
Creating and Thinking Critically



“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (DfE 2012).

The 7 areas of learning for the EYFS curriculum are outlined below with ways in which we encourage our children to achieve these.

Communication and Language Development

Opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

Opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Understanding the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development

Developing a positive sense of themselves, and others; forming positive relationships and develop respect for others; developing social skills and learn how to manage their feelings; understanding appropriate behaviour in groups; and to have confidence in their own abilities.



Literacy Development

Encouraging children to link sounds and letters and to begin to read and write. Access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.

Understanding the World

Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Curriculum Provision

Religious Education

We follow the Barnsley Locally Agreed Syllabus for Religious Education alongside Understanding Christianity. Within this we plan and teach different faiths and lessons linked to the liturgical year.

The school has its own policy for teaching Religious education to make it distinctive from the other core subjects, but with the same rigour and standards. Collective Worship is integral to the daily life of our school and our Worship Ambassadors promote this.

English

English is taught across the school each day using the National Curriculum as a guide for planning.

The staff meet the needs of the pupils in their class through careful on-going informative assessments. Class texts are used to promote good quality writing and understanding of language.

Regular work scrutiny, learning walks and staff moderation ensure that standards across the school remain high.

Phonics

Read, Write Inc is the school's phonics programme. This highly structured programme supports the development of phonic knowledge and enable pupils to develop their independence and confidence when applying knowledge to reading and writing activities.

Mathematics

The school has its own calculations policy and uses the NCETM approach. The school works closely with the White Rose Maths Hub and ensures staff receive up to date training in order to achieve the best possible outcomes.

Science

The school uses the Primary Knowledge Curriculum in order to teach science. All children have a lab coat and are given opportunities to work scientifically, carrying out experiments and analysing data.

Subjects (History, Geography)

At Brierley, whilst referring to the National Curriculum, we plan for History and Geography using the Primary Knowledge Curriculum which covers a large range of topics.

Visits to museums, wildlife parks and outdoor learning help support the teaching of History and Geography.

Sports and PE

The school participates in many sporting competitions borough and runs a range of after school clubs. Children swim in Year 5 and a full programme of learning is delivered through the Get Set 4 PE programme.

Music and the Arts

Children have access to a broad and balanced curriculum including the opportunity to learn to play a musical instrument and sing in a choir.

The school refers to the National Curriculum, the Primary Knowledge Curriculum and Charanga as a basis for long and short term planning.

Personal, Social and Emotional

Throughout the school, all staff support children in their social, moral, emotional and spiritual needs.

The school has trained Thrive practitioners and five first aiders to support both pupils and staff.

The school has an outdoor sensory 'pod' where Thrive sessions are held. In addition, staff teach regular PSCHE lessons. Spiritual, Moral, Social and Cultural needs are met. The school uses the Jigsaw programme and Kapow in order to deliver the curriculum.

Spanish

Children in Key Stage 2 are taught Spanish as the school's Foreign Language option.

Extra Curricular

Our Sports leader provides pupils with physical education activities after school which include football and multi-sports. Our Year 6 class are given the opportunity to attend a residential during the Summer term and visit Crucial Crew in Australia about keeping themselves safe.

All children visit the theatre at least once each year. All children participate in various out of school visits enhancing the curriculum.

School Uniform

Our high standards in teaching and learning also extend to the school uniform code and the expectations that children wear the correct uniform at all times.

Boys Uniform

Red school sweatshirt
White shirt or white polo shirt
Dark/Mid Grey trousers or shorts
Black shoes (trainers are NOT allowed to be worn in school)
Boots worn in winter will be accepted, but preferably if they can be changed for plimsolls indoors.
Grey socks

Girls Uniform

Red school sweat shirt or cardigan
White blouse or white polo shirt
Dark/Mid Grey skirt or pinafore, grey trousers
Red and white gingham dress (summer)
Black shoes (trainers are NOT allowed to be worn in school) or sandals
Boots worn in winter will be accepted, but preferably if they can be changed for plimsolls indoors
White or grey socks or tights

P.E. Kit

Black shorts
White T-shirt
Tracksuit and trainers (if outdoors)

P.E. Kit

Black shorts
White T-shirt
Tracksuit and trainers (if outdoors)

Please label each item of clothing with your child's name

Jewellery

Children are not permitted to wear jewellery unless it is a wrist watch and/or stud ear rings. Bracelets and necklaces must not be worn in school.

If you are considering having your child's ears pierced, we recommend that it is carried out at the start of the summer holidays to give the ears time to heal as ear rings must be removed when children are begin taught PE and are not allowed to be covered with plasters

Hairstyles

Hairstyles should be of a sensible, natural style.

Our uniform code is designed for pupils to represent the school in a positive, smart way.



Our School Staff

Leadership Team

Head Teacher: Mrs S Benson

Deputy Head Teacher: Mrs M Biggs

Assistant Head Teacher: Mrs S Gough

Class Teachers

Reception Class Donaldson: Miss S Rayner

Year 1 Class Potter: Mrs C Robinson; Mrs L Matterson

Year 2 Class Armitage: Mrs M Biggs; Miss R Iqbal

Year 3 Class Dahl: Mr D Morris

Year 4 Class White: Mrs S Gough; Mrs S Hopkinson

Year 5 Class Tolkien: Mr N Willetts

Year 6 Class Dickens: Mrs K Waterhouse

Teaching Assistants

Reception Class Donaldson: Mrs S Charlesworth; Mrs S Riordan; Mrs S Hymas; Mrs D Ford

Year 1 Class Potter: Miss V Bretton; Mr B Kanyimo

Year 2 Class Armitage: Miss V O'Callaghan

Year 3 Class Dahl: Miss S Weldon

Year 4 Class White: Mrs C Beck; Mrs H Parkin

Year 5 Class Tolkien: Mrs L Arnold

Year 6 Class Dickens: Mrs M Martindale

HLTAs

Mrs K Sapey; Miss R Tate

School Business Manager

Mrs J Wood

Parent Support

Mrs P Holroyd

Admininstration

Mrs T Richards

Kitchen

Cook: Mrs K Brennan

Assistant: Miss A Colvin

SMSAs

Miss V Bretton; Mrs J Marsh; Mrs H Parkin; Mrs D Ford; Mrs S Hymas; Mrs S Jennings; Mrs L Clarkson

Premises

Caretaker: Mrs Brennan

Premises Handyman: Mr Gough

Housekeeping: Mrs Webster; Mrs Hirst

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Together, we learn and grow.**

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