



Be the best you can!



**Baynards Primary School**

[www.baynards.essex.sch.uk](http://www.baynards.essex.sch.uk)



.....

Baynards School is a bright and spacious school with four very large, well organised classrooms creating a purposeful learning area. In addition to the teaching areas there is an Assembly Hall with adjacent Kitchen, a Computer Suite, Library and a Family Room. The Assembly Hall is well equipped with fixed and movable apparatus for Gymnastics.

The Family room here at Baynards is a community room, there are weekly parent and toddler sessions held. Parents are also invited to meet other parents of our school in the Family room. Drop in sessions are regularly arranged where concerns about children's health issues or academic issues are discussed and advice is provided.

Our school grounds are also adapted for learning and play. Additionally, there is a school pavilion in the grounds which also provides opportunities for outside learning in all weathers. The early years outside area is well equipped with a variety of outside equipment to help promote learning through play.

There is an independent play group and private nursery adjoining the school. Therefore there is complete provision available from birth to 11.

The school was opened in 1976 to serve the expanding village and is situated in a very pleasant landscaped environment with extensive trees, bushes, enclosed pond and other natural assets.

The site on which the school is built once belonged to the Manor of Messing which was given by William the Conqueror to one of his knights, Ralph de Baynard, hence the school's name and the basis for the logo used on the school's attractive uniform.

The purpose of this document is to inform you of all aspects of school life at Baynards; its values, vision statement, organisation and curriculum. Should you have any questions not covered here please do feel free to contact the school and we will be pleased to answer them for you.





# Core Values and Vision Statement

Our vision here at Baynards is

*Be the best you can!*

We also adhere to a set of values which are:

- |          |            |              |
|----------|------------|--------------|
| • Honest | • Kind     | • Courage    |
| • Fair   | • Respect  | • Resilience |
| • Happy  | • Sensible | • Successful |

The staff and Governors of Baynards Primary School are committed to providing the best education possible for every child in their care.

Our aim is to provide an exciting integrated co-ordinated curriculum which is rich, varied, challenging and makes strong links between subject areas. The school sets statutory targets for pupil's attainment. We see each child as an individual and are committed to providing opportunities for each boy and girl to fulfil his or her full potential both socially and academically.

We aim to continue to make Baynards School a warm, friendly, caring happy place where all are made to feel welcome and valued;

- Where care for each other is fostered and valued and opportunities are equal for each individual regardless of gender, race, intellect or position in society;
- Where mutual respect and co-operation fosters positive and harmonious attitudes to work and relationships;
- Where the curriculum provides the full range of areas of learning and experience (aesthetic and creative, human and social, linguistic and literary, Mathematical, moral and spiritual, physical, scientific and technological) at the appropriate level for each learner;
- Where the enjoyment of working is promoted, recognised and rewarded;
- Where high expectations of self-discipline, self-reliance and responsibility are encouraged and nurtured;
- Where an awareness of the world beyond the school, including family, community, environment and national and international events is promoted in a caring and thoughtful manner;
- Where opportunities are provided for children to share their efforts and successes to a wide audience and to receive appropriate encouragement and praise;
- Where children who encounter difficulties are encouraged and supported and gifted children are extended;
- Where children whose behaviour is recognised as unacceptable are positively enabled to develop acceptable behavioural standards through firmness and consistency;
- Where the curriculum shows continuity and progression through structured planning and effective liaison throughout the school linked with on-going monitoring, evaluation and development;
- Where parents are made to feel welcome, informed, involved and valued.

To achieve these aims the Governors and staff of Baynards School make sure that the budget and delivery of the curriculum is administered effectively; that the recruitment, retention and development of staff is ensured; that all staff are given appropriate training, time, resources and recognition for the work they do; and that the views and ideas of all are sought and valued.

The happy team spirit which prevails throughout the school is evidence of the above aims being realised. It is the intention of the Governors and staff to continue with these aims and to carry them to the future generations of pupils, staff, governors and all who come into contact with Baynards School.





# Personnel

<b>Headteacher:</b>	Mrs Nerys Maidment
<b>Deputy Headteacher:</b>	Mrs Leonie Phillips
<b>Status and Character:</b>	Community Primary Day School (Infant and Junior boys and girls aged 4-11 years)
<b>Present number of pupils on roll:</b>	105
<b>Teaching Staff:</b>	Mrs R van de Vyver/Mrs C Stoneham, <i>Foundation, Year 1</i> Mrs L Phillips, <i>Year 1 and 2</i> Miss G Butler, <i>Year 3 and 4~</i> Mrs Z Guernari/Mrs J Denny, <i>Year 5 and 6</i> Mrs T Alcon, <i>HLTA</i> Miss L Allison, <i>HLTA</i> Mrs E Gibbs, <i>HLTA</i>
<b>Office Manager:</b>	Mrs K Hockney
<b>Office Staff:</b>	Mrs J Moss
<b>Learning Support Assistants:</b>	Mrs J Murton Mrs T Alcon Miss H Robinson Mrs K Richards Mrs P Stallman Miss L Allison Mrs J Eversley Miss A Grant Miss C Brighten Mr T Dale
<b>SENCO:</b>	Mrs N Maidment
<b>Chair of Governors:</b>	Mr P Burt
<b>Governing Body:</b>	Mrs A Barney, <i>Vice Chair</i> Mrs N Maidment, <i>Headteacher</i> Miss Z Guernari, <i>Staff</i> Mrs A Barney, <i>Co-opted</i> Mrs Jan Hall, <i>Co-opted</i> Gemma Nolson, <i>Parent</i> Mrs C Moore, <i>Parent</i> Mrs Hockney, <i>Clerk</i> Mrs Phillips, <i>Deputy Head ex officia</i>
<b>Extended Hours Supervisor:</b>	Mrs A Dale Mrs P Stallman Miss C Brighten
<b>Cleaners:</b>	Gleaming Cleaning
<b>Cook:</b>	Mrs P Bird Miss E Dickson



*Be the best you can!*



# General Organisation

---

**School Hours:** Foundation: 8.55 – 12.00 (and 1.15 – 3.00pm depending on age)  
Key Stage 1: 8.55am – 12.00 and 1.15 – 3.00pm  
Key Stage 2: 8.55am – 12.15 and 1.15 – 3.05pm

**Teaching Hours:** Key Stage 1: 21 hrs 15 mins  
Key Stage 2: 23 hrs 45 mins

We have a breakfast club at Baynards which starts at 8 am. Children receive a healthy breakfast followed by a fun activity setting them up for the day ahead.

The gates are opened at 8.45am when children can go out to the playground or into their classrooms. Reception and Foundation children wait on the small playground outside Class 1.

Parents are invited to help their children by working in co-operation with the teachers and to this end a close liaison between parents and teachers is encouraged. Parents are able to consult with teachers on their child's progress by making an appointment whenever necessary. The school has an open afternoon in the Summer term and parents are invited to view work at Parents Evenings held in the Autumn and Spring Terms. Reports are sent home in the Summer Term.



---

## Homework

Many children choose to follow up work at home and this is encouraged. Children are also encouraged to read at home for which purpose there is a home-school reading folder and notebook for teachers and parents to record progress etc. Spelling lists and Times tables are also given to learn at home. Parental encouragement is of great importance in helping to develop these basic skills.

---

## Behaviour Policy

We all follow the Code of Conduct and behaviour is always referred to in a positive way encouraging those who are setting a good example. Children are rewarded for good behaviour with a 20 minute Golden Time at the end of the week. Children who cannot adhere to the rules have their Golden Time taken away:

2 minute slots at Key Stage 1

5 minute slots at Key Stage 2

In exceptional cases, the Headteacher may exclude a child from school for a fixed period of time. Parents have a right to make representation to the Governing Body and Local Educational Authority at the meeting(s) called to consider the matter.

In our most recent OFSTED Inspection Report pupils are praised for their good behaviour.

---

## Arrangements for parents to visit the school

Arrangements can be made to visit the school by appointment with the Headteacher who will be pleased to see parents, show them the school and provide further information.

Parents of new entrants will be invited to bring their children to a meeting during the term prior to their admission to school. This will provide an opportunity for parents and children to see the school, to meet the teacher whose class the child will be joining and to arrange for further preliminary visits.

---

## Arrangements for viewing documents

Documents relating to Government, the Local Authority and the school's policies on educational matters are available to be viewed on request at the school office. Copies of these documents may also be acquired on request.





# General Organisation

---

## Child Protection

The health, safety and well-being of all our children are of paramount importance to all of the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

The school has a Designated Safeguarding Lead and two Deputy Safeguarding Leads.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, visitors and outside agencies to share this commitment. If you are visiting the school you will be required to show some ID to reception staff if you are not known to them as part of our safeguarding policy. Please have this ready when you arrive.

---



## School Dinners

The school has its own kitchen which provides a variety of appetising foods each day. Parents are welcome to come to see what is available. Please send money to school in an envelope marked with the amount, your child's name and class.

We like to make our lunch times a pleasurable experience turning our school hall into an appropriate eating room with table cloths and background music.

We provide a choice of a home cooked hot meal, a baguette selection or a jacket potato and filling.

Children may bring a sandwich lunch and a drink which should be in a plastic flask. No fizzy glass or bottled drinks please. Alternatively, drinks may be purchased from the kitchen. Water is always available.

Mid-morning break: We are a healthy school and therefore only allow fruit to be brought in for a snack.

In September 2014, the Government introduced Universal Infant Free School Meals whereby all children in Key Stage 1 are entitled to receive a school meal every day.

---

## Uniform

The Staff, Pupils and Parents have jointly agreed the design of a school uniform incorporating the school logo designed by a pupil.

**Girls:** Red Tartan skirt, Red jumper, cardigan, White shirt and Red and Blue Striped tie. Black shorts and white T-shirt for P.E.

**Boys:** Grey trousers. Red jumper, White shirt and Red and Blue Striped tie. Black shorts and white T-shirt for P.E.

## Extra Curricular Activities

Extra curricular activities normally take place during the lunch hour or after school. There are a variety of clubs including football, netball, gardening, dance and drama, art, gymnastics and recorders.

---

## The PTA

The PTA is a very informal organisation which provides the school with financial, social and practical support. It meets very much on an ad hoc basis to arrange a wide variety of events throughout the school year thereby providing valuable support for the whole school. Membership is open to all parents and if you would like to be actively involved please contact the school office.



# General Organisation

---

## Parents Newsletters

Parents receive weekly newsletters, which are emailed via Parentmail, keeping them up to date with school activities, dates and news. If you have any information you would like to share or any comments you would like to make regarding school and community life please contact the school; your views are always valued.

## Parents are Welcome

It is the Policy at Baynards to be as open as possible with all parents and the local community at large. If you have a problem, query or worry with which we could help it is our intention to do so as quickly as possible. If we are not able to see you immediately we will arrange an appointment as soon as possible.

Should you wish to make an extra appointment regarding your child's progress please contact your child's class teacher.

If we have any concerns regarding your child's work, behaviour or progress we will contact you at the earliest opportunity to discuss the situation.

If you are able to offer any voluntary work within the school let us know. Parents provide us with very valuable assistance throughout the school either in the classroom or with support for other activities.

Please look at our website and Facebook page where events and information about the school is available at [www.baynards.essex.sch.uk](http://www.baynards.essex.sch.uk).



## The Governors

The school is run by a Board of Governors comprising Parent, Teacher and LEA representatives plus Co-opted members. The full Board meets each term to review the progress of the school. The Governing Body also has a number of committees which meet regularly to discuss Finances, Premises, Personnel, the Curriculum and other related matters. If you have any matter that you wish to draw to the attention of the Governing Body, then please contact one of the Parent Governors for advice or contact the school office if you are unsure of the procedures.

## OFSTED Inspections

Our most recent Ofsted was carried out on 20<sup>th</sup> and 21<sup>st</sup> October 2021. Ofsted say that we are a 'good school'. Baynards is a happy, productive place to learn. Pupils told inspectors that learning is enjoyable and suitably challenging.

If you would like to read the full OFSTED report then please ask for a copy at reception.

## Miscellaneous

Each area has its own toilets and washbasins. Children should normally ask to go to the toilet so that we can keep track of them, but please tell them that in times of urgency permission need not be asked.

We do expect children to be able to dress and undress themselves and to take care of their own things. Please make sure that all clothing is marked with your child's name.

We do not like children to bring playthings to school as these are a distraction and could be broken, lost or exchanged.



# School Curriculum and Organisation

---

## Curriculum areas

### Literacy

Language is the means through which we all communicate; therefore good literacy skills are essential. Teaching children to read and write is at the heart of our language teaching but we also recognise that literacy extends beyond just these skills, so speaking and listening and drama also play an important role within our work.

At Baynards School our language teaching follows the basic format and objectives recommended by the literacy framework. Our approach to teaching literacy is based on:

- Dedicated literacy lessons every day of up to 60 minutes
- Appropriate differentiation to allow all children to succeed and make good progress in language work.
- Direct teaching and interactive oral work with the whole class and with groups.
- An emphasis on accurate grammar, spelling and punctuation
- Imaginative and varied approaches in order to motivate all the children



---

### Maths

Children develop the skills, knowledge, attitudes, creativity, imagination and sense of pleasure that can be gained from mathematics. They learn to use and apply mathematics practically within the context of number, shape and space, measures and data handling. Real life tasks and investigations are the best way to make maths fun!

---

### Science

Our science teaching includes many basic scientific skills, development of ideas and the encouragement of positive attitudes. We value science because it makes an increasingly important contribution to all aspects of life. Children are naturally curious about their environment and science makes a valuable contribution to their knowledge and understanding of the world. Where possible, learning is best through investigation and first hand experience, so our extensive school grounds can be fully used.

---

### History

Children find out about a range of periods from their own recent past to exploring the lives and achievements of civilisations thousands of years ago. They learn about the past in a number of ways, including visits to historical sites, by handling artefacts, looking at pictures, photographs and written sources, by researching information on the internet and listening to visitors talking about the past.

---

### Geography

In Geography the children find out about a variety of locations, from their immediate locality in and around the school and Tiptree, to other localities in this country and abroad. The children investigate the many features of the physical world and also consider the effect that humans have had on the environment. Practical activities and trips are used whenever possible to develop the children's geographical skills.



# School Curriculum and Organisation

---

## Art

Children develop visual and tactile perception and a language through which they can communicate their understanding of different art forms. They experience a wide range of art, craft and design activities such as drawing, painting, fabric work and environmental studies in two and three dimensions. We also have our own kiln on site, so children have many opportunities to work with clay. Examples of works of art are used throughout the school to develop an appreciation of art, stimulate ideas and gain knowledge of techniques, to understand different periods, cultures and traditions.

## Design and Technology

Design and technology is implemented in a cross curricular way with links to all other subject areas. The subject plays a vital role in the real world and therefore classroom work is related to real problems and solutions. Enjoyment and aesthetic appreciation is also promoted.

## Music

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and un-tuned percussion. We give pupils the best opportunity to develop their knowledge and skills in this area of the curriculum.

Pupils will have opportunities to learn the recorder and also are offered tuition in a range of instruments by the County Peripatetic Music Staff, depending upon ability and availability.

## Physical Development, Health and Well Being

Children experience games, gymnastics, dance, athletics, outdoor activities and swimming. Through all these activities children become aware of the capabilities of their bodies, developing competence, agility and spatial awareness in practical tasks. They participate in team games and develop the skills essential to accomplishing competitive, co-operative and sporting behaviour in a variety of tournaments, often with great success. This area of the curriculum enables pupils to make informed choices on a range of issues such as healthy lifestyles and supports the development of social skills, self esteem and the well being of all individuals.

## Dance and Drama

Dance and drama contributes towards the children's personal, social and emotional development and to their growth as confident individuals. At Baynards we have a specialist dance and drama teacher who teaches children throughout the school.

In dance the children learn to create, perform and appreciate dances and different dance styles. They work with other children expressively and perform confidently both in and outside of school. In drama the children use a variety of dramatic conventions with other children and adults throughout the curriculum.





# School Curriculum and Organisation

---

## Religious Education

We follow the Essex syllabus for religious education. The content of this syllabus will be taught through topics in Foundation and Key Stage 1. In Key Stage 2 lessons will follow more specific RE areas. The whole curriculum is broadly Christian based. Parents have a right to withdraw their child from all or part of the religious education or collective worship provided by the school and should discuss this with the Head teacher if they wish to take this course of action.

## Foundation Stage

The children in Foundation Stage follow the Early Years Foundation Stage Curriculum which covers six areas of learning.

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world.
- Physical development
- Creative development

The children access the Early Years Foundation Stage curriculum through a range of practical and play based activities which take place both inside the classroom and outside in our purpose built outside area. We provide the children with a safe, secure and stimulating environment in which they can develop as active and independent learners.

Our induction programme which includes school visits for the children, meetings for parents and sharing of information from pre-school, ensures the children have a happy and settled start to their school life.

## Sex Education

The schools approach to sex education is to respond to children's questions in a straight forward manner as the need arises and to present a specific programme of sex education following a television series when the children reach the upper junior stage. Parents will be given the opportunity to view these programmes before they are shown to the children. This will be supported by talks on particular aspects such as menstruation.

Parents have the right to withdraw their children from all or part of the sex education offered.

## Children with Special Educational Needs

Children with special learning needs, including specific learning difficulties are given extra help. A programme of extension work is provided for the more able while children with particular learning difficulties may be assisted individually or in small groups. Children with an Education Health Care Plan (EHCP) follow a programme according to their needs as specified in the EHCP. The school's S.E.N. co-ordinator, class teacher and Headteacher monitor the progress of both EHCP children and those in need of general learning support and review each child's needs at pre-specified intervals. Parents, Educational Psychologists and other agencies are involved with these reviews where appropriate.

Baynards has a high degree of Learning Support Assistants input throughout the school which is co-ordinated by the S.E.N. Co-ordinator and class teachers. Parents are encouraged to be fully involved with their child's programme of learning support. The school's policy on Special Educational Needs is available at the school.





# Statutory Information

---

## Arrangements to visit the school

By arrangement with the Headteacher

---

## Length of Taught Week

### Foundation

Between 15.00 and 21.25 hours per week (teaching time) - depending on age, plus collective worship, registration breaks and lunch breaks

### Key Stage One –Infants

21.25 hours per week (teaching time) plus collective worship, registration breaks and lunch breaks

### Key Stage Two–Juniors

23.75 hours per week (teaching time) plus collective worship, registration breaks and lunch breaks

---

## Starting School

Baynards School has an Essex Education Authority Approved Early Years Policy which means that we can officially provide high quality Foundation Education for our children in a well resourced specially designated area. Children are admitted into school as Foundation pupils **at the beginning of the academic year** in which their fifth birthday falls.

Parents receive correspondence from Essex County Council before their child is due to start school. An application form must be completed and forwarded to Essex County Council or completed on-line to ensure a place is allocated for their child at their preferred school.

In the summer term prior to entry into school each child will receive an invitation to attend a meeting with the child's future class teacher and Headteacher. The staff are pleased to answer any questions at this stage. Children who have their fifth birthday in the Autumn term will be invited to attend a number of induction sessions during these Summer term. These sessions are important as they will enable the children to become familiar with the school.

---

## Religious Affiliation

Baynards School is non-denominational in character

---

## Curriculum Complaints Procedure

Details of the curriculum and its organisation and schemes of work for all subjects including National Curriculum subjects and Religious Education are available for inspection on enquiry at the school office.

Essex County Council Education Department has a clearly defined procedure for the consideration of complaints about the school curriculum and related matters. It describes how anyone with a complaint can set about having the complaint dealt with and what then happens. Again the document laying out these arrangements may be obtained from the school office.

---

## Charging and Remissions Policy

The school likes to support work in the classroom with a variety of visits and visiting speakers and practitioners. However it is necessary to ask for voluntary contributions from parents to fund such activities. There is no obligation to contribute and no pupil will be omitted because of lack of payment, but it will be necessary to cover a substantial proportion of the cost in order that the activity takes place.

---

