



# Claytons Primary School

Providing Challenge for Children in a Caring Community





Parent says:  
“Small size so all students are able to interact and know each other and the teacher.”

## Welcome to Claytons Primary School

**Foreword: Mrs Jensa Carter,  
Headteacher, says:**

A big hello and welcome to our  
wonderful Claytons Primary School.

### Proud

I am extremely proud to be the Headteacher at Claytons, and it really is a very special place to teach. Our school is set in the beautiful Thameside village of Bourne End and occupies extensive grounds on the outskirts of the village at Well End.

### Dedicated staff

Claytons is fortunate to have dedicated, experienced, and enthusiastic staff who aim to provide all pupils with an education of the highest quality. At the same time, we recognise the importance of regarding each pupil as an individual, furnishing them with appropriate stimuli to encourage motivation, challenge and develop independent learning.

### Celebrating achievement

Everyone at the school is committed to providing the very best possible education for your child in a caring environment that encourages success and celebrates achievement.



### Additional resource for children with Social and Communication Difficulties

We are also proud to have an Additional Resource Provision which offers places to children experiencing social and communication difficulties and have statements of Special Educational Need. Wherever possible, these pupils work alongside their peers with appropriate adult support.

### An integral part of the community

At Claytons, we are a great school that is an integral part of the local community. The school prepares the children for a rapidly changing world by equipping them with the skills that will allow them to be successful learners, creative thinkers, reflective individuals, responsible citizens, and have a respect for our core values of honesty, loyalty, fairness, and compassion.

### Parent partnership

Another very important part of our school is you, the parent! As you will see, by reading the parent and pupil stories within this prospectus, you and your child are very important to us. We champion the link between school and parent and work very hard to involve you in every step of your child's time here...and increase your child's enjoyment of learning.

### Get in touch

If you wish to hear more about what we can offer your child, please contact us for more information or an appointment to meet me. We welcome visits and love to show our school 'in action'. Telephone on 01628 525277 or email [office@claytonsp.org.uk](mailto:office@claytonsp.org.uk). Our website can also tell you lots of information about us [www.claytonsp.org.uk](http://www.claytonsp.org.uk).

## Finlay and Cooper are both thriving at Claytons Primary School

**Andrew and Shelby live in Bourne End  
with sons Finlay, aged nine in Year 4, and  
Cooper, aged six in Year 1.**



Shelby and Andrew had more than the location on their list of pros for Claytons Primary School when making their selections for eldest son Finlay. It was the welcoming atmosphere and sense that their child would be looked after and supported that clinched the decision.

"The school puts a lot of effort into community outreach and has a relationship with the local nurseries. This means that the progression into school is very well managed. We also felt the atmosphere within Claytons was really welcoming. It didn't feel as traditional, and I think that community vibe really comes across. You feel instantly that your child will be happy and supported there," says Andrew.

### Community spirit

It's that sense of community that Andrew and Shelby say is deeply embedded in the school and the village as a whole. They describe an element of local pride regarding the school and the role it plays in Bourne End's identity. "If you think about drop-off and pick-up times, imagine everyone in the village and little red jumpers all weaving in and out of the streets making their way to and from school. It's lovely, and the headteacher Mrs Carter really encourages the community spirit," explains Andrew.

### Supportive environment

Andrew and Shelby's instincts that the school would be a supportive and caring environment were proven to be true through first-hand experience. Andrew explains, "Finlay has always been a relatively shy child, and it took him a while to settle into school life. He really blossomed during his reception year at Claytons, but then COVID hit. After returning to school post-lockdowns, he began to struggle with anxiety."

Claytons Primary School teachers supported Finlay and his parents wholeheartedly. "They have very strong wellbeing and SEND provisions. Using their expertise in these areas they were able to transfer knowledge and resources to support Finlay and us. They are always so accommodating, giving him outlets and options to manage his anxiety. He's learned that things can get better when you let other people help you, and feels genuinely cared for," says Andrew.

### Sensitive and proactive

Claytons Primary School's approach has transformed Finlay's school life. "He has come out the other side a much more resilient child. Wellbeing and resilience are embedded in Claytons' values, and as a result, Finlay's journey has been one of support and progress," reflects Andrew.

Their second son, Cooper, is also loving his Claytons journey. "Cooper is a younger sibling and as such he doesn't really have any fear. He always wants to be part of the action and couldn't wait to follow in his big brother's footsteps. He goes bounding into school every day, is so eager to learn and to be stretched, and is making great progress" says Andrew.

### Unique journeys to success

Though the two brothers often couldn't be more different, they each have their individual needs met at Claytons. This means they are both thriving, happy, achieving children who feel secure and accepted at school.

Andrew and Shelby believe that the combined year-group classes enhance this sense of community and belonging. This is because the structure provides so many opportunities for learners of all ages and levels to feel kinship, enhance social skills and tolerate and celebrate differences. "Diversity and inclusion are such important parts of their learning journey," says Andrew.

### What the children say:

"It's a kind school and the teachers will always help with any problems. Claytons is a very safe place to be, physically and mentally. They are good teachers and I really like it," says Finlay. Cooper tells us, "Claytons is really good. You get plenty of time for choosing and the lunch is really good. The teachers are really nice, too. There are also lots of fun days like Harry Potter Day!"



Parent says:  
“The classroom teachers are amazing, kind and supportive.”

# School day: settling in

## School hours

- Nursery and Reception: 8.50am – 3.20pm.
- Years 1 and 2: 8.45am – 3.15pm.
- Years 3, 4, 5 and 6: 8.45am – 3.20pm.

## After-school provision

An external company runs an after-school club and cares for children until 6pm. The details can be provided from the school office.

## Uniform

The Governors and staff believe that school uniform increases the children’s pride and ownership of their school. Uniform is kept as simple and practical as possible and the colours are red sweatshirts and cardigans, grey pinafore dresses, skirts or trousers and white polo shirts.

The school emblem is embroidered onto our uniform, which is now available from Hawkinsport (Bourne End) and National Schools Centre (High Wycombe) and online at PMG Schoolwear.

## School meals and snacks

Children can choose between a hot lunch or bring their own packed lunch. Menus are available on the website each week and children say if they would like a hot lunch at registration in the morning. Families are given a ‘Parentpay’ account which parents can set up through the school office and keep topped up to pay for lunches. School meals for children in Foundation Stage, Years 1 and 2 are government funded i.e., free to children in Bronze, Silver, Red, Yellow and Blue.

### Financial support

Extra funding is available to support the children who come from families on income support. Free school meals are provided discreetly, they are the same as everyone else. Additional information and application forms are available through the school office.

### Milk and fruit

Free milk and fruit are available in Nursery and Reception. Key Stage 1 children also receive free fruit.

Parent says:

“Each child is treated as an individual and the staff are very positive in their approach.”

# Creative curriculum:

Community, Learning, Ambition, YOU, Tenacity, Opportunities, Nurturing and Safety

## Creative and balanced

At Claytons, the curriculum is underpinned by the values that we hold dear at our school and focus on the following: Community, Learning, Ambition, You, Tenacity, Opportunities, Nurturing and Safety.

### Fulfilling lives

Our bespoke ‘Resilience Curriculum’ also ensures children are developing strategies to support them. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

## Spiritual, moral, cultural, mental and physical

We offer a curriculum which is broad and balanced. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares them for the opportunities, responsibilities and experiences of later life. Our full curriculum policy can be found on our website.

## The curriculum is divided into three stages

1. Early Years Foundation Stage: from ages 0-5
2. Key Stage 1: from ages 5-7
3. Key Stage 2: from ages 7-11

### Mixed Age Classes

At Claytons we take 45 children a year. We have mixed age, mixed ability classes in KS1 and 2. This means that the children know each other really well as they move through the school, it is a real positive of the school. The children follow a two-year rolling program of learning content.

### Early Years

The Early Years Foundation Stage Curriculum is based on the Government’s Early Learning Goals with seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### Key Stages 1-2

Areas of the curriculum are:

- Mathematics
- Literacy
- Science
- Information Technology
- History
- Geography
- Art
- Music
- Physical Education
- Religious Education
- Health
- Citizenship
- Personal and Social Education
- Modern Foreign languages (KS2)





Parent says:  
 “The school has a beautiful playground and field.”

## Enriched curriculum: trips, visits and visitors

### Educational visits and residential trips

To further enrich our curriculum, all children are offered a range of visits, both locally and further afield. These include trips to:

- Cotswold Wildlife Park.
- A local farm.
- Our local library.
- Longridge Activity Centre.

### Residential trips and visitors

Older children have the opportunity to go on residential trips during the school year, and this includes a three-day course at Woodrow High House Outdoor Education Centre for Year 4 pupils and there is also a Year 6 activity week.

### Visitors

In addition to trips away from school, we occasionally have visitors from our community to discuss their work or a relevant topic, e.g., Veterinary Nurse, Police Officer and Firefighter.

### Workshops

Interactive workshops highlighting various curriculum topics are also regularly held (e.g., The Greeks, Jungle Roadshow) and enjoyed by all pupils throughout the school.



## Claytons Primary School was a perfect match for Aaradhya's mix of needs

Ujwala and Krishna live in Bourne End with their daughters Anusha aged 15 and Aaradhya aged nine in Year 4.



A mother's intuition is a powerful force. Ujwala's maternal instincts and gut feeling were the driving factors behind the decision to uproot the family from London to move to Bourne End. This massive leap of faith was all in aid of gaining a place at Claytons Primary School for daughter Aaradhya.

### Early challenges

Aaradhya was born seven years after Anusha. During her preschool years, Krishna and Ujwala knew there was something different about their younger child. Eventually, Aaradhya was diagnosed with ASD. When it was time to start school, it was clear Aaradhya had some challenges related to her ASD but that they didn't define her. She was clearly very academically able and making striking progress in many areas. Ujwala knew she needed to find a primary school that was just as unique as Aaradhya.

“When I was looking for a school in London, I couldn't find one that was right for her. She was a very quick learner and was surprising us every day. When I was looking for schools they were either specialist schools where she would have no access to mainstream education, or mainstream schools where she wouldn't get the support she needed. I knew it wasn't right for her to be excluded from a mainstream environment. So I started searching for an open-minded school that could cater for her ASD but also treat her as an individual and challenge her,” says Ujwala.

### A journey to find the right school

In her search, Ujwala followed the Thames out of London and discovered Claytons Primary School. She instantly wanted to visit. “I found out they had an ARP, an additionally resourced provision for children with SEND but supported children in mainstream classes,” reflects Ujwala.

The inclusive atmosphere at Claytons was very attractive. So attractive, in fact, that after just one visit with a few further hours sitting outside people watching, Ujwala had decided they would be moving to Bourne End.

### A life-changing move

The whole family moved over the summer, and both girls started at Claytons Primary School in September. “I didn't know until Aaradhya started school whether I had done the right thing. It was a tough decision. I knew it was right for Aaradhya, but it was hard for Anusha who was in Year 5 and only had one more year of primary school left. She had to leave all her friends behind in London. But there were never any issues with Claytons or the teaching. It is a good school; she did very well and moved on to Grammar school,” says Ujwala.

### A happy ending

This brave decision has paid off. Aaradhya has bloomed at Clayton's Primary School into a confident, articulate, high-achieving child. “They have a speech and language therapy centre where Aaradhya gets support for developing her social thinking skills. She is great at English, and is a real star on the stage; she's talented in dancing, acting and singing. She did a show in reception, and she just blew my mind. The school have made such an effort to support her talent, and we have enrolled her in stage school. She just had an audition with an agent,” says Ujwala.

“I went with my gut feeling, and it was definitely the right choice. Aaradhya has worked hard and the school have listened, given her every opportunity to shine and offered us guidance on how to support her, too. My daughter loves going to school.”

### What the children say:

“Being so different from London, my first day at Claytons was terrifying! However, my anxiety vanished once I entered the classroom. I made friends easily and the teachers were welcoming,” reflects Anusha. Aaradhya says, “I like going to school every day; I enjoy being with my friends and like English and Music.”



Parent says:  
“Great assemblies which get the kids talking and thinking.”

## Inclusion: a curriculum for all

### Challenge for All

We strive to ensure that all children are challenged to reach their full potential and are ready for the next stage in their education.

### Additional resource for children with Social and Communication Difficulties

The Additional Resource Provision (ARP) is a County resource which offers places to children experiencing social and communications difficulties and have statements of Special Educational Need that confirm this. It aims to meet the needs of pupils and maintain their entitlement to access the National Curriculum.

### Working alongside their peers

Wherever possible, pupils work alongside their peers with appropriate adult support although additional activities are provided to differentiate the curriculum to meet children's specific needs e.g., riding at a local stable provides physical and emotional therapy.

### Specialist staff

The ARP is well resourced and is staffed by specialists and experienced support assistants. There is a separate SENDco who coordinates the specific needs of the ARP and its pupils.

### Special educational needs

Every child is unique within a continuum of need and every effort is made to balance the needs of the able child against those with learning difficulties. Children who have learning difficulties are identified as early as possible and given appropriate support with their learning. Class teachers are actively encouraged to discuss their concern with parents, the School's Special Needs Co-ordinator and the Head teacher. Parents should bring their concerns to the attention of the class teacher as early as possible.

### Educational Psychologist

The school has an assigned Educational Psychologist who will be used to assess children who continue to have learning difficulties after a reasonable period of intervention.

### Celebrating Success

We recognise that all children are individuals with their own specific needs, gifts and talents. These are celebrated in many ways within school.



Parent says:

“Holistic style education approach. Nurturing yet disciplinary throughout.”

## Being the best we can

### A home/school partnership

Good behaviour begins at home, when adults expect their child to follow simple rules for safety and to carry out simple instructions. Where children are used to such routines at home, they will have no difficulty in accepting similar behaviour at school.

### Courtesy, respect and kindness

School discipline at Claytons is consistent and encourages self-discipline. We expect each person to treat everyone with courtesy, respect and kindness, to be welcoming to visitors and to show a sense of responsibility for their own and other people's possessions and for the health and safety of everyone.

### Follow the rules

Exceptional behaviour is at the heart of effective learning. In order for Claytons to have a calm and purposeful atmosphere. We follow a positive behaviour strategy and have three rules:

- Be ready.
- Be respectful.
- Be safe.

A calm and purposeful atmosphere relies on more than rules though. Adults model kind and respectful behaviour with the children and other adults. Examples related to our rules can be found on the behaviour policy section of our website.





Parent says:  
“ It feels like a family community.”

## Clubs...sport and music

### Wide range of clubs

We run a wide variety of after-school clubs to appeal to every child. Recent examples are:

- Musical Theatre.
- Football.
- Spanish Forest School.
- Gymnastics.
- Art Club.
- Tennis.



If you have any ideas for clubs or are able to offer your help in running a club, we will be very pleased to hear from you.



### Sport

Claytons values the importance of healthy, active lifestyles and ensures all pupils experience a broad range of physical activity. Our school benefits from good facilities enabling children to take part in indoor activities such as dance and gymnastics in our substantial hall, alongside outdoor PE, games and sports utilising our two playgrounds and the sports field.

#### Sports coaching

A variety of extra-curricular sports clubs take place after school, and these are run by a mix of external providers and Claytons teaching staff. The Claytons' football and netball teams train and play other local schools.

### Music

Music is an integral part of Claytons, among both children and staff. Not only do we want the children to feel proud of their musical knowledge, be that their use and understanding of technical vocabulary or their ability to discuss music culturally and historically, we want them to feel the joy that singing and performing together can bring. Peripatetic music lessons, involving a variety of instruments, take place via the Bucks Music Trust. Information can be found from the school office.



Parent says:  
“ The school building, facilities and grounds are great.”

## Admissions...and getting involved



### Admission to Clayton Primary School

We are very proud of our wonderful school and all that it has to offer. We strongly recommended that you contact us directly to arrange a visit as we would love to show you around. Our Year 6 School Ambassadors love tours and telling you all about us.

#### Applications

At Claytons we follow Buckinghamshire's Admissions Policy. In this area, children enter school in the academic year they become five. There is one admissions date per year, early in September (i.e., at the start of the school year). Therefore, parents who would like their child to be admitted to this school during the year their child is five should ensure that they complete the necessary application form.

Prospective parents are invited to make an appointment with the Headteacher when considering applying for a place here at Claytons Primary School. After this initial visit, parents need to apply to the Local Authority (LA) for a place at the school, whether or not they live in the catchment area. Once a place has been allocated through the LA, the school will make arrangements for some introductory visits for the child, during the summer term preceding their entry.

Contact Buckinghamshire Council's School Admission Team

- Visit: [www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/](http://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/)
- Ring us on: 0300 131 6000

Applications to the nursery are separate and can be made via the school office.

### Getting involved

#### Voluntary helpers

Everyone has some skill to offer, and parents and grandparents are always most welcome to help in school. If you feel able to offer your support in some way, please do not hesitate to contact us. When we need help in a specific area, we will ask in the newsletter.

#### PTA

This is a thriving group, which raises funds for the school and holds social events for the children and adults. Funds raised in recent years have provided support for curriculum resources, paid for a large amount of outdoor play equipment, as well as the school minibus and other fun experiences.

Everyone is welcome to join this group and the variety of their events appeals to all tastes. Generous PTA contributions make the environment for the children much more stimulating and enliven their education. The Staff and Governors are grateful for their enthusiasm and continued interest. Watch out for notices on the PTA notice board outside school.



### Governors

Governors are very proud to be associated with Claytons and of the role they play in supporting and developing the school.

The Governing Body is part of the learning and growing culture of the school. They are aligned with the Claytons values and ethos. They work together to support, challenge and provide strategic leadership to the School. The Governing Body is made up of a mixture of parents, grandparents and local people with a broad range of interests, expertise and experience. Governors meet as a Full Governing Board at least once a term, following five smaller committee meetings. They meet regularly with pupils and staff and are part of school life. Governors are present at parent meetings in order to build relationships and better understand how to support the school.

Governors help make Claytons the best it can be.





# The Claytons Primary School vision states



At Claytons, we are a great school that is an integral part of the local community. The school prepares the children for a rapidly changing world by equipping them with the skills that will allow them to be:

- successful learners
- creative thinkers
- reflective individuals
- responsible citizens
- and have a respect for core values of honesty, loyalty, fairness and compassion.

Developing these skills is the corner stone of the education we offer. At Claytons, we want children to experience success today and be prepared for the challenges of tomorrow.

## Our aims and objectives - we believe that:

- At Claytons Primary School we provide a quality education in a happy, safe and challenging environment in which all children can achieve their full potential.
- The school's curriculum is designed to facilitate this overriding aim and considers children's present and future needs both within the education system and in society as a whole.

## The general aims of the school are in line with those of the Local Education Authority and are as follows:

- To help pupils develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to a variety of tasks.

- To help pupils acquire knowledge, skills and attitudes relevant to their future lives in a rapidly changing world.
- To help pupils to use language and number and to communicate effectively.
- To help pupils develop respect for religious and moral values, and tolerance of other cultures, religions and ways of life.
- To help pupils to understand the world in which they live, the interdependence of people on each other, on groups and nations.
- To help pupils understand and appreciate past and present human achievements and aspirations.
- To provide an environment in which self-confidence, satisfaction and personal fulfilment are developed and encouraged throughout their school life.

