



# **Drifffield CE Infant School**

*'Learn to let your light shine'*





# Welcome to Drifffield Church of England Infant School

## Foreword: Mrs Sue Thackray, Headteacher, says:

It is with pride that I welcome you to Drifffield CE Infant School.

### Igniting an interest in the world

Your child's first school is vitally important. Because we are an infant school, we put a lot of creative energy and time into ensuring that our Foundation and Key Stage 1 classes are stimulating, fun and formative. Through this lively and developmental approach, we aim to ignite an interest in the world around them, and for that interest to lead to fulfilling and imaginative lives.

We are giving them a firm learning foundation, that will benefit them in junior, secondary and beyond!

### Christian vision: 'learning to let our lights shine'

Our strong Christian vision - supporting all pupils to flourish and excel in their aspirations - provides the right conditions to ignite the flame that is in each one of us in order that we can all 'let our lights shine' both in school and the community!

We welcome all God's children and their families into our school community - a place where children and adults of all faiths and none flourish.

### Academic achievement and social and emotional development

We believe that academic achievement, and social and emotional development and wellbeing, are intrinsically linked and should be equally well supported. When we admit a child, the whole family become members of our school family.

### Outdoors and indoors

Outdoor learning is very important to us and an integral part of childrens' learning at our school. All year groups have direct access to outdoor learning. This is enhanced with regular visits to Elmswell Farm, Millennium Woods and the Cricket Club. Indoors, there are lots of learning spaces designed to meet the needs of our young learners with additional space in the Rockpool, Butterfly and Rainbow rooms to support childrens' learning.

### Transitions

For some families moving schools at the end of Year 2 can be a perceived issue. We want to assure you that we have excellent relationships with the preschools and Drifffield

Junior school, which ensures a smooth transition, to and from our Infant school.

### Dedicated staff

I am also very proud of our exceptionally experienced and dedicated staff, who ensure that all our children are well supported to achieve their true potential, and work hard with families to ensure all of our pupils flourish in our care.

### Parent partnership

Another very important part of our school is you, the parent! As you will see, by reading the many 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 want to find out more about what we have to offer, please visit our school website [www.drifffieldinfantschool.co.uk/visitorschool](http://www.drifffieldinfantschool.co.uk/visitorschool). Unfortunately, due to current Covid restrictions we are unable to offer visits to school but have tried to replicate a tour on our website. You are also welcome to call (01377 253094) or email [drifffield.infants@eastriding.gov.uk](mailto:drifffield.infants@eastriding.gov.uk) for further information.

# Harvey and Alexa have had their strengths celebrated by the thoughtful staff at Drifffield Church of England Infant School

## Katie and Ben live in Drifffield with their son, Harvey, aged eight, and daughter, Alexa, aged six.

### Chance to shine

Katie and Ben have been delighted with how well staff at Drifffield Infant School have understood Harvey and Alexa and have encouraged their talents. Katie says: "The school drew out the sensitive, caring side of Harvey and taught him to consider others and they have inspired Alexa to be enthusiastic about learning and to want to carry on with her work at home."

### Care and support

Harvey is now thriving in his second year at junior school, thanks to the good start he had at infant school. Katie says: "He started in Foundation when he was four and was the youngest in his year but he settled in really well. Harvey was not a natural academic, which was picked up early by the staff, although they recognised he was putting in effort. He was never under any pressure, but they gave him extra support.

### Finding his voice

"They understood him and celebrated what he could do well, such as sport and singing. When Harvey was in Year Two the Headteacher asked him to join the choir because he had a good voice. After he started, he really enjoyed it and used to work hard to learn the songs and he liked going to sing at an old people's home.

### Enjoying sport

"Harvey loved outdoor learning and enjoyed football and PE and trying different sports at the after school clubs. When he was in Year Two they started to discuss whether he has dyslexia. He still hasn't had a definitive diagnosis but they put things in place to help him anyway. He had plenty of preparation for moving up to junior school and managed the transition well.

### Loving learning

"Alexa is now in Year Two and loves school. When she comes home she immediately wants to write stories and read, or learn her spellings. She was desperate to start at Drifffield Infant School because she had been doing the school run with Harvey for so long. She talks enthusiastically about what they have been learning each day.

### Good communication

"They have just mixed the classes up and I was anxious about how she would feel but she has been fine and made loads of new friends. I told the Headteacher I was concerned and she took the trouble to ring me to discuss it, which I really appreciated. The school are brilliant at communicating with parents.

### Reassuring contact

"During lockdown we had zoom calls and the school sent out a useful email on the first day the children had to stay at home. It was exactly what you wanted to read as a parent. I thought it was such a helpful email I took a screen shot of it and put it on Facebook and it was liked and shared by lots of people. My friends with children at other schools said they hadn't had anything like it," Katie says.

### Learning good values

"Drifffield Infant School teaches the children to respect others and to treat each other well. Harvey used to really pick up on this and would tell me about it when he came home. If he saw something in a television programme, or when we were out, that went against this he would tell me it was wrong and that you shouldn't treat people like that. I am really pleased the children take part in collective worship at school and are learning how to be good human beings."

### Children say

Harvey says "I used to love playtime because I enjoyed playing football."

Alexa says: "I enjoy the way we work together in groups and love going out to the nature reserve and farms and shops to learn about what they do."







## School day: settling in

### School hours

Due to Covid we currently operate a staggered start and finish between 8.45am and 3.20pm. You will be kept informed of the times which apply to your child's year group well before the start of term.

### Breakfast Club and wraparound care

At Drifffield, we make every effort to accommodate the needs of working families and offer generous out-of-hours care facilities. Our wraparound care running from 7.30am in the morning until 5.30pm is run by school staff that the children know and trust. Breakfast Club offers a healthy breakfast and pupils entitled to Pupil Premium can have up to 2 free sessions a week, giving them a good start to the school day. Childcare vouchers can be used as payment at both clubs.

### Uniform

The wearing of school uniform is strongly supported by parents, staff and governors and consists of:

- White school polo shirt or plain white shirt.
- Maroon school sweatshirt or cardigan.
- Plain trousers, shorts or skirt in black or grey.

School uniform can be purchased from Drury Sports in Drifffield.

### School meals and snacks

#### Lunch

In September 2016 we opened our own kitchen. All children in school are provided with a nourishing and delicious lunch free of charge.

Our cook is very willing to discuss specific dietary needs with parents and will provide an alternative if your child does not like the meal on offer if you wish. This has been our practice since Universal Free School Meals were introduced, and we have seen an incredible improvement in the way children eat, the amount they eat and their willingness to try new foods. It's surprising what they will eat when their friends are doing the same! Lunchtimes in our school are a very positive experience.

#### Milk

Children under 5 are entitled to free milk.

#### Fruit and snacks

The school participates in the School Fruit and Vegetable Scheme, which entitles all pupils in Foundation Stage and Key Stage 1 to a free piece of fruit or vegetable each school day.

# Joe and Stanley have both flourished and been helped to achieve their full potential in the caring atmosphere of Drifffield Church of England Infant School

**Eli and James Byass live in Drifffield with their sons, Joe, aged seven, and Stanley, aged five.**

### Nurturing approach

Eli and James are delighted with the way staff at Drifffield Infant School have supported their two sons and encouraged them to achieve their best. Eli says: "The staff are very good at capturing each child's spirit and they celebrate everyone's individuality. They are good at working out what is going on with each child and have a very nurturing approach, which really works."

### Fantastic support

Eli says: "Joe found the transition from Pre-school to Foundation quite challenging and was the same when he moved up into Year One. The school's approach was fantastic because they gave him support and helped him work out what was happening and to understand why he was anxious. He would have a couple of sessions with a member of staff each week, which really helped turn him around. He was taught coping strategies that he still uses and talks about even now."

### Academic success

"Joe is quite academic and was exceeding in all subjects by the time he left and he has shown no anxiety about moving up. Now he is at junior school he has become very interested in science and how things work. Joe had a good group of friends at infant school and is now in a class with some of them."

### Good communication

"We really appreciate how good Drifffield Infant School is about communicating with parents. They are very good at sending us reminders about what's going to be happening and providing us with opportunities to get involved. I think they should be really proud of the way they communicate. Because it is a small school, parents quickly get to know the whole team. The headteacher is very approachable and there is a real sense of community."

### Home working ideas

Eli says Stanley, who is in Year One, is very different from his older brother. "Stanley is very confident and enjoys socialising and has made a good group of friends. His school report said he was polite and doing well with reading and writing. Stanley loves school and when he was at home during the lockdown earlier this year he was desperate to go back. The school dealt with Covid-19 well and continued to support Stanley with work. At times, when I was finding it difficult to get him to focus, the staff were very supportive and came up with ideas to help him engage."

### Well-run school

"They were recruiting for parent governors when Joe was in Year One and I decided I would like to be involved. Becoming a governor has given me a feel for how the school is run and I have been very impressed with what I have found out. I particularly like the personal touches, such as the lunchtime staff remembering that Stanley doesn't like peas and the way staff are open minded about learning new ways of doing things. They are good at giving you tips on how to support your child when you attend parents' evenings," Eli says.

### Learning good values

"I like the way the school promotes good discipline and that the children all know the rules. They are great at embedding Christian values but welcome families of all faiths, or none, to the school. Joe used to love singing in the choir and being a collective worship leader and he enjoyed writing a prayer about what he was grateful for and reading it at the Diocese virtual leavers service. I will be really sad when Stanley leaves because it is such a lovely school. I am so grateful Joe and Stanley have had the best possible start to their education."

### Children say

Joe says: "I liked the teachers, the playground, the climbing frame, the people in my class, I just liked the whole thing."

Stanley says: "I like that all my friends are in my class and we can choose where to sit and I like that my teachers are really nice and don't get really strict!"







## Creative curriculum: foundations for success

### Developing the whole child

At Driffeld Church of England Infant School we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it with our strong ethos, based on respect for ourselves and others, equality and a sense of wonder at the world we live in.

#### Developing the whole child

We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

### Organisation and planning

We plan for three themes per year group a year; these are derived from the children's interests and needs and change each year. We have developed Curriculum Drivers that thread through each theme to ensure we keep our Values for children's successful learning at the forefront of the teaching and learning in our school. These drivers are:

- Outdoor Learning: valuing the outdoors as a vehicle to promote learning through the curriculum. Valuing both the local and global environment and our place in it... an important aspect of this is Forest School, especially in Foundation.
- Spirituality: a sense of awe and wonder, a care for nature and living things being creative and imaginative. To be able to develop their own beliefs, religious or otherwise,

which form their perspective on life and their interest in and respect for different people's feelings and values. Children's spiritual development should not be 'the icing on the cake' but should thread through everything we do. It is a basic necessity for children to flourish and be the very best that they can be.

- Enquiry: learning that follows children's interests, encourages them to ask questions and find out. This is all underpinned and led by Enquiry Based Learning.

Children in our school are organised into 2 phases:

1. Foundation Stage: age 4 to 5 years (their first year of formal schooling). Children are taught in our Foundation Unit with one teacher and teaching assistant per class plus an additional teaching assistant. The number of classes each year depends on the intake of children. Children are registered in a classroom base with a lead teacher where they are taught phonics and maths. For all other learning they access the whole unit both indoors and out and are taught by all teachers and teaching assistants.
2. Key Stage 1: age 5-7 (years 1 and 2) Children are currently organised in single year group classes all of which are supported by teaching assistants and again, the number of classes in each year group depends on the number of pupils in the years group.

### Enriched curriculum: trips and visitors

Under normal circumstances visits are arranged for children to places of interest, theatres and museums to enhance the curriculum and make learning real. We try to organise at

least one trip or visitor per theme. We are currently making great use of the local woods at Kingsmill and a local farm, Elmswell Farm. We aim for each child to visit at least three times a year to really develop an appreciation of the local geography and changing seasons. There is always great excitement when Farmer John collects us in his tractor and trailer!

We rely heavily on the support of Friends of School who, through their fundraising, subsidise our trips to ensure they are affordable. In addition we offer those children entitled to Pupil Premium free trips. We also invite visitors into school to give children real life experiences. These include:

- Storytellers.
- Theatre groups.
- Dance teachers.
- Sports coaches.
- Multicultural events.
- Our local Tesco team.

All children perform to parents, friends and the community in a variety of different ways throughout the school year.

### Special educational needs

Driffeld Church of England Infants is an inclusive school and we aim to provide the very best opportunities for all children, and our high expectations for all children include high expectations for children with SEN. We have a variety of rooms where children can engage in 1:1 or small group activities. However, our aim is to endeavor to ensure our classrooms are as inclusive as possible.



## Behaviour and self-development

### Our expectations

Driffeld Church of England Infants welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10). It is this ethos underpinned by the words from Matthew 5: 14-16 'Learn to let your light shine' that underpins our expectations for behaviour from the whole school community.

### Stimulating, stable and caring

Central to our behaviour policy are Jesus' words, 'do to others what you would have them do to you'. (Matthew 7:12).

#### Stimulating, stable and caring environment

We aim to provide a stimulating, stable and caring environment in school where children can learn to live and

work together in an atmosphere where everyone is valued and respected as an individual. Sensible and considerate behaviour is expected of all our children and is actively promoted by all staff.

The teachers, teaching assistants, lunch-time supervisors and support staff are all involved in the children's educational experience and it is expected that they will be respected and their instructions followed.

### Listening to the children

In this school, we stress the importance of children reporting to adults any unkind or unruly behaviour they either witness or suffer at the hands of another. We insist that children must not 'hit back' - this only escalates problems. We ask parents to support this policy and to discuss the need for it with their child.

The full policy can be found on our website along with our anti-bullying policy. All children are given a child-friendly anti-bullying policy and are supported with adhering to this.

### Archbishop Young Leaders Award- In year 2 pupils work towards:

Key Stage 1 Archbishop's Young Leaders Award', a programme developed by The Archbishop of York Youth Trust, which is a school-based programme aimed to equip young people with leadership skills and provide opportunities for them to engage with their community and serve others.







# Isaac embraced every exciting learning opportunity offered by the talented staff at Driffield Infant School

**Laura Armstrong lives in Driffield with her son, Isaac, who is eight and now at junior school.**

## Enthusiastic advocate

Isaac loved attending Driffield Infant School so much that he wanted every child to enjoy their time at the school like he did, his Mum, Laura, recalls. "He took his responsibilities very seriously when he was appointed to the School Council in Year One and was always determined to do his best for the school," she says.

## Learning through play

"From the very start, Isaac made the most of everything that was on offer. He enjoyed mixing with other children and making friends. He loved playing, but he was learning without even realising it because the teachers were so engaging and made everything fun. He loved the regular trips to a farm where he rode on a tractor/trailer and enjoyed visiting Kingmill woods nearby.

## Excellent choice

"Isaac started in Foundation at the age of five. I chose the school because of its links with the local church and because I knew it was heavily involved with the food bank. I am glad I made that choice because I have been 100 per cent satisfied with the school. Isaac is old in the school year, so he was definitely ready to start and he embraced all the opportunities from the word go," Laura says.

## Well prepared

"Staff at the school had prepared him with taster sessions and then he went in just for a morning, or afternoon, until he built up to attending full time. The activities were such fun, he enjoyed everything. There was never a day when he said he didn't want to go. He was always happy and smiling and used to run in without a backward glance.

## Fulfilling potential

"Isaac loved the academic side because he has a thirst for learning. He has always been very good at both reading and Maths but he was exceeding in all his subjects by the end of his time in the infants, thanks to the good teaching. The staff knew how to push him to get the best out of him. He enjoyed taking part in the after school clubs and always gave 100 per cent effort with everything. He enjoyed doing Winter Explorers, Lego, sports and especially cooking, because he was able to take what he made home with him. He was just getting stuck into learning French when they had to stop because of the lockdown.

## Choice of food

"Isaac absolutely loved the school dinners. There was always lots of variety and every day there was a choice of dishes so he never had to have something he didn't like. All the lunchtime staff, teachers and TAs were very considerate towards the children and remembered a lot about each child and what their likes and dislikes were.

## Moving up

"Isaac's transition to the junior school wasn't quite as smooth because they weren't able to visit due to Covid 19. The staff at Driffield Infant School did their best to prepare them by talking about junior school and telling them what to expect. I know Isaac felt reassured by what they told him. He was nervous at first and it took him a couple of weeks to settle but he is in the routine now. He still misses infant school, but he was definitely ready to move on," Laura says.

## Happy atmosphere

"As Isaac's proud parent, I would like to praise Driffield Infant School for the happy, friendly environment that has been created by dedicated, nurturing and caring members of staff, who are very approachable and take the time to listen and work with parents every step of the way. I like the

values they promote and how they encourage the children to live up to them. Isaac thoroughly enjoyed collective worship, singing in the choir and visiting the local church. I genuinely couldn't have asked for a better start to Isaac's education."

## Children say

Isaac says: "I will really miss infant school and all the teachers. I love learning, especially Maths. I loved the school dinners and will miss the trips to see Farmer John."



## Your child's achievements

### Feedback, assessment and planning

We believe marking should provide constructive feedback to every child, focussing on successes and improvements against learning objectives, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. This is done in a style that is meaningful to our young learners.



### Identifying achievements

We use assessment as a means of identifying the achievements of our pupils and of indicating ways to further support them. Assessments inform planning and target setting for groups of pupils and/or individuals.



### Parent/school communication

The current situation means that we are no longer able to hold our usual once-termly parent's evenings, nor to offer one-to-one ad hoc meetings as previously. However, we believe strongly that effective parent/school communication is an important part of the children's learning experience. We maintain contact through email, the school app our Facebook page and by telephone.







## Clubs, sport and music

### Sport P.E. and exercise

Helping children develop a healthy lifestyle is an important aspect of school. All children have high quality P.E. lessons led by a specialist coach, which is funded through our National Sports Funding. In addition, we get the children outdoors as much as possible, walks to the park, activities in the local woods – where the children apply their learning in real life contexts, visits to Forest School, a sports after-school club and inter-sport competitions. As well as a 'bushcraft' residential experience for our Year 2 pupils.

#### Cricket club

We are very lucky to have access to the cricket club to enhance our sports provision.

### Wide range of clubs

Under normal circumstances we run a wide selection of extra-curricular clubs for the children which currently include:

- Cooking Crew.
- Crafty Kids.
- Choir.
- Football.
- Let's Pretend Drama Club.
- Science.

We hope to be able to resume these in the future.



### Music

Children build a wide repertoire of musical traditions and genres, including classical music. We aim to make this a 'Singing School' with opportunities for singing every day.

#### Professional musicians

The children are exposed to the work of professional musicians, and teachers plan well-structured lessons with clear learning objectives.



## Admissions...and getting involved

### Admission to Driffield Infant School

We are very proud of our wonderful school and all that it has to offer. We strongly recommend that you contact us directly to arrange a visit as we would love to show you around. We have early admissions and every child is entitled to a place from the September of the academic year in which their 5th birthday falls.

#### Smooth transition

When children first start school in Foundation Stage admissions are staggered over a 2/3 week period. The eldest half of the year group are invited to attend morning sessions for the first week and then commence full days the second week. The youngest half are invited to attend afternoons the first week and then either half days or full days the second week with everyone in full time the third week. We find this aids a smooth transition from pre-school to school and allows staff to get to know the children and families really well in much smaller groups.

### Applications

Applications for a place at our school are through the local authority:

East Riding of Yorkshire Council  
County Hall, Beverley, East Riding of Yorkshire, HU17 9BA

[www.eastriding.gov.uk](http://www.eastriding.gov.uk)  
[schooladmissions@eastriding.gov.uk](mailto:schooladmissions@eastriding.gov.uk)  
Tel: 01482 392131

### Getting involved

#### Friends of the school and volunteering

We have a very active 'Friends Committee' who work very hard to organise events to raise funds to enhance the children's learning experiences by providing lots of extras. All parents and carers of children at Driffield CE Infant School are invited to attend the next Friends of School Meeting. If you are unable to attend our meetings but would like to be involved and could maybe volunteer at some of our events, please contact the school office.

### Governors

All our governors contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school's vision, ethos and strategic direction.
- Holding the headteacher to account for the educational performance of the school and its pupils.
- Overseeing the financial performance of the school and making sure its money is well spent.

The governors can be contacted through the school.



*"You are passionate about providing the best possible start to education for each individual pupil. Leaders and governors echo your determination. You are, rightly, very proud of the pastoral care pupils receive and of the school's effective promotion of pupils' spiritual, moral, social and cultural development."*

## Our Vision

**(Jesus said)** *"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your father in Heaven."* **(Matthew 5: 14-16)**  
**(taken from the Sermon on the Mount)**

## "Learn to let your light shine!"

This passage taken from the words of Jesus at the Sermon on the Mount, underpins our vision to work to support all pupils and staff to flourish and excel in their aspirations. We welcome all God's children and their families into our Drifffield Infant School Community. A place where children and adults of all faiths and none, flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves **(Mark 12:30-31)** in order that they can 'Live Life in all its fullness' **(John 10:10)**.

We do this through:

- Embedding our Christian Values; Friendship, Peace, Respect, Perseverance, Creativity and Honesty throughout school life;
- Acknowledging that both academic achievement and social and emotional development and well-being are intrinsically linked and equally well supported
- An engaging curriculum both indoors and out that fosters a delight and wonder in learning ensuring that all pupils (and adults) have the skills and wisdom for life-long learning
- Being a beacon in the community through strong partnerships with others

*'everyone of us has a spark inside us, our role is to ensure that we provide the right conditions for that spark to ignite in order that our lights can shine brightly.'*



## Golden Rules:

The whole school worked on developing our 'Golden Rules', which are applied to every situation. These are the things our school family need to remember to do:

- To care for each other and our school.
- We will listen to each other with our listening ears.
- We will share and take turns.
- We will always tell the truth.
- We will be helpful and kind and remember good manners.
- We will try our hardest and never give up.
- We will always have kind hands, kind feet and use kind words.

Our Golden Rules were developed by the children themselves and are revisited frequently.



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