



Lawn
Primary
School



TRANSFORM TRUST
"Together we Achieve"

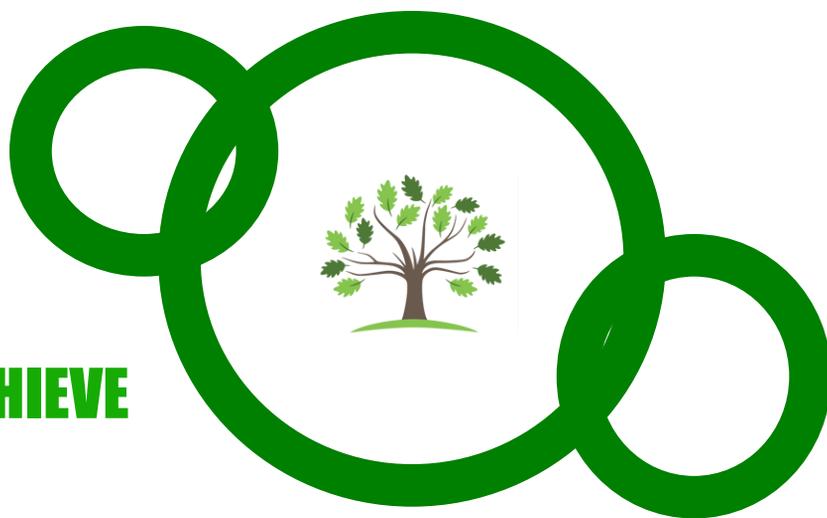




- Welcome
- Transform Trust
- Vision & Ethos
- Curriculum Intent
- Curriculum Subjects
- Safeguarding
- Mental Health & Wellbeing
- Positive Behaviours
- Testimonies
- Governors
- Staff
- The School Day
- Uniform
- Parent Communication
- PTFA
- Useful Information

Dream
Believe

Achieve



DREAM, BELIEVE, ACHIEVE WELCOME

The staff, children and governors welcome you most warmly to our school. Our aim is to provide a high quality learning environment combined with a nurturing ethos in which each individual blossoms to 'be the best they can be' Developing our pupils to become positive citizens of the future, valuing and respecting the world and its community underpins all we do. We place great emphasis upon the development of a broad range of learning skills so that during their time with us our children are able to acquire a love of learning that will last them for a lifetime.

We have a very talented and committed teaching and support staff team who offer the children many different ways to excel and achieve. We have an extensive range of enrichment activities that provide an extra dimension to the opportunities for learning. We are continually developing our whole school environment to ensure that it inspires, encourages problem solving independence and an enquiring mind and a love of learning.

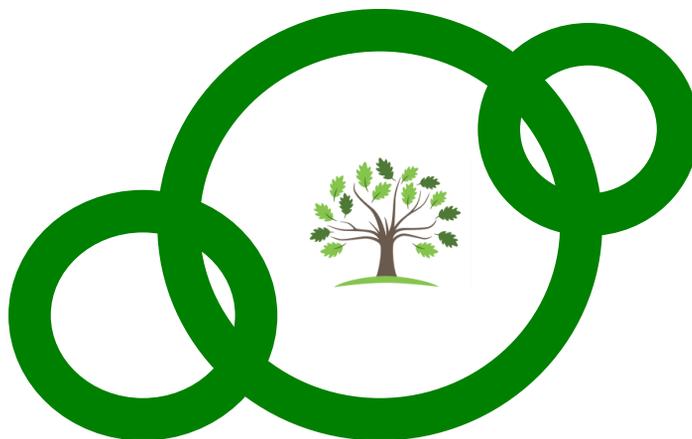
We hope that this brochure will provide you with general information about Lawn Primary School, but if you would like to find out more about us then we would be pleased for you to come and talk to us.

Karen Hambleton
Headteacher

CONTACT US

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TRANSFORM TRUST

Lawn Primary School is part of Transform Trust.

“We believe education has the power to transform lives and communities.”

We are an innovative Multi Academy Trust, established in 2013. We currently have 19 member schools with new schools continuing to join us. We like to think our values and ethos set us apart from other Trusts in that we have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus.

Our values are woven into all aspects of our organisation; its strategy, operations and provision, and are a clear and concise articulation of our purpose:

KINDNESS Showing empathy through being mindful of our thoughts, words and actions ensuring that everyone feels safe and loved.

EQUALITY Valuing each individual as everyone has a voice and everyone is heard.

RESPECT Accepting, celebrating and honouring our similarities and differences.

CREATIVITY Daring to be different and being brave.

OUR VALUES



OUR VISION OUR ETHOS

By the time our children leave Lawn at the end of Year 6, our aim is that they will:

- Have the knowledge, skills and attitudes to think creatively, and thrive in a rapidly changing world
- Appreciate the importance of maintaining a fit and healthy body and mind
- Feel a responsibility for not only themselves but for other people and for the future of our planet
- Feel empowered and have ambitions and aspirations no matter what their personal circumstances
- Respect and celebrate people for their individuality, cultures and beliefs
- Have empathy for other people, particularly those who suffer social injustices, have a disadvantaged start in life or live with a disability
- Have the confidence to use their initiative to take risks and be creative
- Appreciate the importance of teamwork in successfully working towards common goals and do this with integrity and pride
- Have the leadership skills and confidence which lay the foundation for their journey into the next phase of their lives



OUR COMMITMENTS

- We will respect each other and our school
- We will always strive to be the best we can be
- We will listen to others and show that we are listening
- We will be kind with what we say and do to others
- We will respect the rights of others within school and the wider community
- We will build positive relationships with adults and children within school
- We will take ownership of our own learning



CURRICULUM INTENT

At Lawn Primary School, we aim to provide our pupils with a globally focussed curriculum based on knowledge, skills and attitudes that are relevant to the 21st century. Our ambitions for our children have been given careful consideration using feedback from our wider school community; including our children, school staff, governors and parents. Our aim is to prepare our children to be good global citizens with the belief that they can accomplish anything they set their minds to. During their time at Lawn, they will develop knowledge and skills that will equip them for making sense of the rapidly changing world in which they live and develop an awareness of the impact that their own actions can have on others. We aim to deliver knowledge rich and challenging topics, taught sequentially throughout both key stages, which will not only prepare our children for the future but also give them the desire to make the world a better place. Woven throughout our curriculum are our core values:

responsibility, respect, empathy, initiative, teamwork and integrity.

IMPLEMENTATION

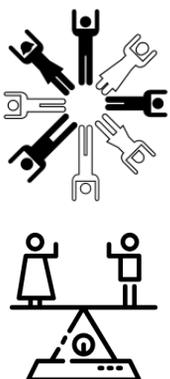
Our curriculum is outward facing, setting learning in global contexts wherever possible and split into six themes:

- Social justice and equity
- Identity and diversity
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

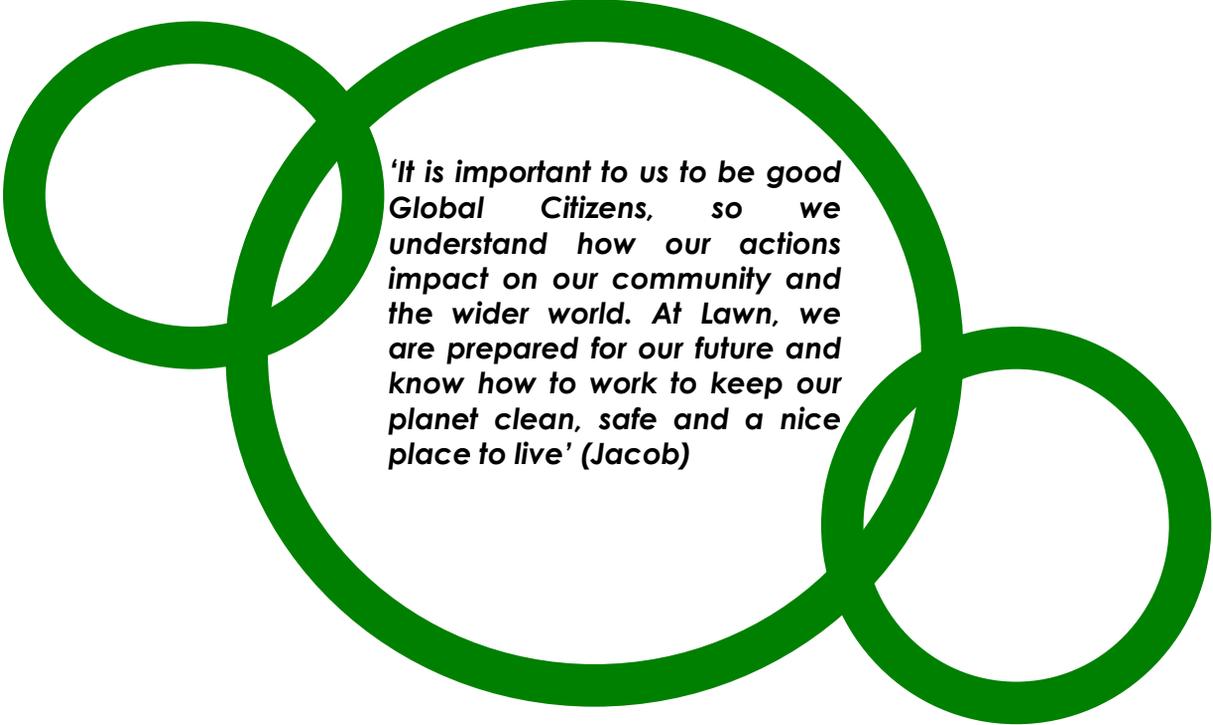


These themes are broken up into three strands:
knowledge and understanding, skills and values and attitudes:

Knowledge and understanding	Skills	Values and attitudes
• Social justice and equity	• Critical and creative thinking	• Sense of identity and self-esteem
• Identity and diversity	• Empathy	• Commitment to social justice and equity
• Globalisation and interdependence	• Self-awareness and reflection	• Respect for people and human rights
• Sustainable development	• Communication	• Value diversity
• Peace and conflict	• Cooperation and conflict resolution	• Concern for the environment and commitment to sustainable development
• Human rights	• Ability to manage complexity and uncertainty	• Commitment to participation and inclusion
• Power and governance	• Informed and reflective action	• Belief that people can bring about change



In our Autumn 1 half term, topics are taught under the whole school theme of 'We are all unique', focussing on issues pertaining to identity and diversity, e.g. similarities and differences between oneself and others, self-identity and belonging, cultural diversity and the nature of prejudice. In our Spring 1 half term, topics are taught under the whole school theme of 'Freedom & Equality', focussing on issues pertaining to civil rights and social justice and equity, e.g. what fairness and respect mean, refugees in Britain, how rights for women and children have evolved, the civil rights movement and black lives matter. In our Summer 2 half term, topics are taught under the whole school theme of 'Clean Green World', focussing on issues pertaining to sustainable development and globalisation and interdependence, e.g. recycling, sustainable food, wildlife conservation and the impact of deforestation. Throughout the rest of the year, topics are driven by our history and geography curriculum. If they cannot be purposefully linked, other subjects such as: maths, science, art, music, Spanish, DT, PSHE, PE and RE are taught discreetly. Our English curriculum is linked to our topics, with knowledge learned through topics fuelling the quality of our writing. Children are given purposes for writing which are motivational and fun. Learning is sequential, with prior knowledge being reviewed then built upon. Links are made between topics and subjects to deepen learning, with key vocabulary being revisited throughout school & taught in different contexts. Our topics are supported by high quality texts to bring them to life, with reading, vocabulary, oracy and practical learning being key to our children achieving their potential. We ensure that our six core values are woven throughout our curriculum as well as being taught, modelled and celebrated.



'It is important to us to be good Global Citizens, so we understand how our actions impact on our community and the wider world. At Lawn, we are prepared for our future and know how to work to keep our planet clean, safe and a nice place to live' (Jacob)



CURRICULUM SUBJECTS



ART & DESIGN

Art and design knowledge and skills are crucial in providing children with the tools to explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art. We hope to develop their ability to recognise different perspectives, ideas, beliefs and values. In addition to our children using art and design to represent their own ideas as global citizens, we will provide them with opportunities to learn about, and from, different cultures through handling images and artefacts.



COMPUTING

Computational knowledge and skills are fundamental in ensuring that our children are prepared for the ever-growing technological world in which we live. It is absolutely essential that our children are taught to develop computational thinking, applications and creativity to understand and solve real-world problems.

They are encouraged to consider impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (for example, impacts on globalisation, poverty, inequality, democracy, diversity and conflict).

Through using real-life data our children will be able to use real-world data on global issues for data logging, data handling, data modelling and control.



D & T

Design and Technology knowledge and skills are crucial in providing children with the tools to be able to question and explore the impacts of Design and Technology on the world and on quality of life. It allows them to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Our children are encouraged to analyse ethical and sustainability issues in food systems, and social, economic, environmental and political factors affecting nutrition. As well as understanding and applying the principles of nutrition, children are taught how to cook.

CURRICULUM SUBJECTS



ENGLISH



We believe that a quality English curriculum should develop children's love of reading, writing and discussion whilst supporting children's exploration and understanding of the world around them. Our aim for our children is that by the time they leave Lawn they will be avid readers, children who read fluently and widely and who are able to express preferences and opinions through rich and meaningful discussions about the texts that they read. As children move through our school, class discussions in English lessons will help children to develop empathy, communication skills and the ability to argue effectively, considering insights into issues common to the personal and global spheres, such as prejudice and conflict. We will provide opportunities to use exploration of global issues as real-life contexts for developing core skills (for example, persuasive writing and spoken language). We want them to read for pleasure; having had access to a wide range of text types, genres and authors in order for them to make informed opinions about the world we live in. We want Lawn children to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. Through text, children will explore values, beliefs and experiences of different groups of people from a range of cultures and traditions. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using our neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum. Our curriculum intent for English encompasses our six core values. We want Lawn children to be confident readers and writers, with the initiative to explore and use a varied vocabulary. Lawn children will become the global citizens of the future and will learn to use the power of language with responsibility and respect. The knowledge they receive through books will enable Lawn children to empathise with others in different situations around the world. They will view teamwork as a critical skill, as something that can happen at many levels; beginning with the classroom setting and later within their daily, future, working lives. They will always demonstrate integrity, respect and empathy towards others' beliefs, cultures and traditions.



GEOGRAPHY

Geographical knowledge and skills are crucial in providing children with the tools to be able to question, investigate and critically engage with issues affecting people's lives throughout the world. We hope to develop their understanding of global interconnectedness, interdependence and sustainable development. Important issues, such as the world climate crisis, will be taught sequentially, in different contexts, throughout our children's time at Lawn. This will prepare them for being successful global citizens with a deep understanding of how their actions can make a difference to the future of our planet. We will engage them with real-world issues and data to support core geographical skills. Our geography curriculum will also address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures. This will be explored through the exploration of different values and attitudes in relation to social, environmental, economic and political questions.

CURRICULUM SUBJECTS



HISTORY

Historical knowledge and skills are crucial in providing children with the tools to be able to question and investigate the past and how it has influenced and affected their lives today. As global citizens, children will explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history. They will consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways. This will enable them to consider the significance of individual and collective action and questions of civic and social responsibility. Our curriculum will allow children to explore themes such as inequality, prejudice, conflict and oppression, relating historical examples to contemporary events and experiences.



MATHEMATICS

Mathematical knowledge and skills are essential in allowing children to explore patterns and formulate ideas about the world. Our maths' curriculum aspires to provide our children with a deep understanding of the fundamentals of mathematics, which will allow our learners to apply their skills in real-life contexts so they can think critically about world issues and to develop an awareness of the impact our own actions can have on others. Through using real-life data our children will be able to develop critical thinking around use, presentation and manipulation of data across a breadth of global issues, including: social justice and equity, sustainable development and power and governance. Furthermore, the learners will develop their understanding of diversity and identify by providing them with opportunities to consider the influence of different cultures on mathematics.



MFL

Modern Foreign Languages gives children the opportunity to explore issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages. MFL will provide opportunities to explore global issues while developing reading, writing and spoken language skills.

We hope to develop awareness of global interconnectedness as languages are continually evolving and borrowing from each other (making links to our teaching of spelling too). This will help children to develop knowledge and appreciation of different cultures and prepare them for being global citizens.

Through MFL children will have the chance to explore diverse national and regional contexts in which languages are spoken across different continents, for example Spanish being spoken in Latin America as well as in Spain.

CURRICULUM SUBJECTS



MUSIC

Musical knowledge and skills are crucial in providing children with the tools to express identity, belonging and feelings in their personal lives. During their time at Lawn we will encourage children to consider how music is used to protest at social injustice and to promote visions of possible change. Our music curriculum will enable our children to develop an appreciation of diversity and global interconnectedness, through exploring the fusion and cross fertilisation of various music traditions and the common elements in different music traditions.



PHYSICAL EDUCATION

A Physical Education curriculum should be one that is ambitious for all. We think that it is important that the children develop the knowledge and understanding, skills, values and attitudes that learners need in order to become lifelong lovers of being active and better citizens in the world. Our curriculum promotes self - challenge and assesses on learning behaviours, rather than sporting ability. This will prepare them for being successful global citizens with a deep understanding of personal, social, cognitive and creative skills. This is developed through a progression of skills documents so that the children are continually building on these skills as they move through the school.

In addition to this, children are encouraged to be ambitious in their learning, embrace success and failure, praise for positive behaviours, celebrate and review progress, coach and support others and show control in their choices through our learning nutrition progression tool. This tool is key in creating abundant opportunities for children to internalise these learning behaviours and make them habitual.



PHONICS & SPELLING

English is fundamental, not only to personal and social development, but also to our ability to understand, evaluate, dissect and disseminate knowledge and, consequently, our ability to communicate effectively in society. This enables us to develop empathy, communication skills and the ability to understand issues common to the personal and global spheres, such as prejudice and conflict. At Lawn Primary School, we recognise the importance of phonological decoding and segmenting as one of a number of strategies to develop early reading and writing skills. When combined with reading dialogue, the promotion of reading for pleasure, and the importance of correct spelling, children can apply these skills to tackle unfamiliar texts and to express themselves accurately in written form, thus becoming more independent readers and writers. They will then have access to the ability to explore global issues in real-life contexts whilst developing their core skills.

CURRICULUM SUBJECTS



PSHE

Personal, Social and Health Education (PSHE) teaches and enables our children to become healthy, independent and responsible members of society. It aims to develop their understanding and appreciation of moral, social and cultural issues which are vital elements of the ever-changing society they are a part of. We provide our children with rich opportunities to learn about and immerse themselves in issues of diversity, equality and identity.

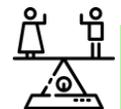
We feel it is crucial that children are exposed to PSHE in both discrete and cross-curricular learning. Our aim in doing this is to promote critical thinking skills through discussion of key global issues such as: climate change, war and human rights. Providing a safe space for the children enables them to feel confident in discussing and challenging current, relevant social issues.



RE

Knowledge and understanding of Religion is crucial in providing children with the tools to be able to question, investigate and critically engage with issues affecting people's lives throughout the world.

We hope to develop their understanding of the world around them, recognising and accepting different viewpoints and beliefs, making them tolerant and open-minded. Varying beliefs and viewpoints (focusing on the main religions of the world but also including non-religious viewpoints) will be taught throughout our children's time at Lawn, building on their knowledge and understanding, as their understanding of the world around them expands. This will prepare them for being successful global citizens with a deep understanding of where they fit in the world and how to co-exist with people who have different views to themselves. By its nature, our RE curriculum will address diversity and identity issues through the investigation of differences and similarities between people, places, cultures and beliefs. Our children will develop a sense of identity, value diversity and respect all people and the world around them.



RRSA

We believe that being a Rights Respecting School enables our children at Lawn to be global citizens and supports our six core values of: responsibility, respect, initiative, integrity, teamwork and empathy.

By learning about the United Nations Convention on the Rights of the Child (UNCRC) our children use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

Actions and decisions affecting our children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

CURRICULUM SUBJECTS



SCIENCE

We consider that scientific knowledge and skills are essential in providing children with a deep understanding of the world and how to be better global citizens.

Through a global citizenship approach, learners make connections between the local and the global and share their learning with others as they consider vital questions about global challenges such as: *How can science help to provide nutritious food for all and ensure a plentiful supply of clean water?*

What contribution can science make towards tackling the causes and effects of disease?

How can science help to address the challenges of climate change?

There are many benefits to learning science in this way. Things such as it:

- Increases interest and enjoyment in science lessons.
- Deepens understanding of scientific concepts by applying them to real-life contexts.
- Develops skills in aspects of working scientifically, such as data analysis and evaluation.
- Provides opportunities to consider the contributions to science from other cultures and to use scientific knowledge when making decisions about the applications of science.

Within Science, we want our children to be curious and to question what happens around them through an enquiry-based curriculum. Our children pose questions that they then explore and investigate in order to analyse.

Our children have a **responsibility** to push and challenge global issues and challenges around the world in which we live. Our curriculum promotes real-life context allowing children to have a **respect** for where they live and the importance that Science plays in that. Moreover, through an enhanced knowledge of social, economic, environmental and political factors around the world, children **empathise** with people who are affected socially and economically. Our children are encouraged to self-challenge and use their **initiative** and resilience to solve problems and are expected to demonstrate **integrity** in the outcomes that they produce in order to explain and showcase their learning. They will embrace the importance of **teamwork** to evaluate their products and support each other to improve.

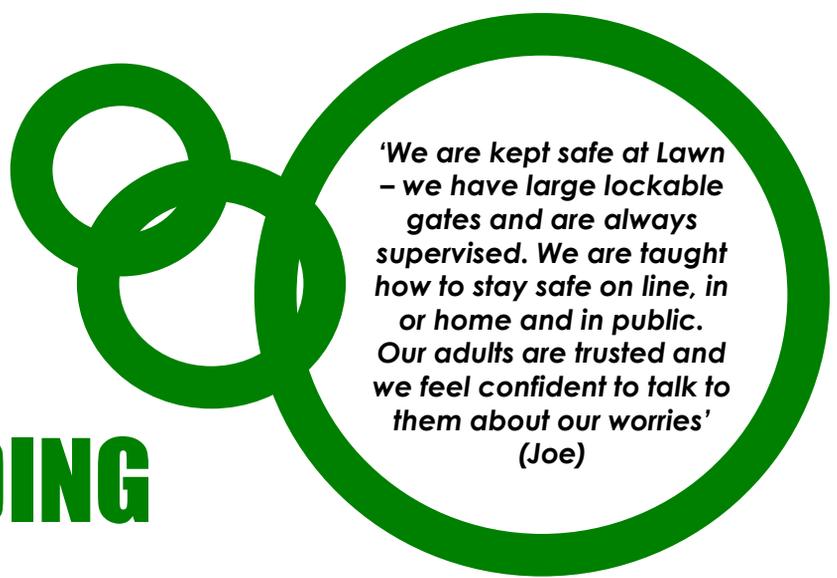


BLENDED LEARNING

Our system for remote learning has been set up in the event that a year group bubble has to self-isolate, in the unlikely event of another whole school closure or if your child has to self-isolate due to Covid-19 symptoms within your family. It is our policy that as much as possible, children should be accessing the same curriculum at home as that which is being delivered in school. This blended learning approach is accomplished using an app called Showbie.

Your child's teacher might also send bespoke resources specific to your child's needs and will continue to communicate via the ClassDojo app.

PUPIL SAFEGUARDING



We expect that our staff, governors and all visitors fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment, which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition, we will adhere to the principles set out in the Trust's Safeguarding Guidance document as well as the Local Authorities guidance and procedures for supporting families in our communities

Ultimately, effective safeguarding of children can only be achieved by putting children at the center and by every individual and agency playing their full part; working together to meet the needs of our most vulnerable children; in line with Working Together to Keep Children Safe 2018 and Keeping Children Safe in Education 2020.

All our staff are trained in Safeguarding procedures, and all employees, every volunteer helper and each of our governors are subject to DBS checks before they are allowed to have access to our pupils. Staff and governors are trained in Safer Recruitment procedures to ensure that our interview and appointment process is rigorous, thorough and safe.

Our grounds are secure. Access to the site during the school day is only possible through the main reception area which is manned at all times.

We have well established systems for Health and Safety in all aspects of the life of the school. There are detailed risk assessments for all activities. Each year we are subject to an independent Health and Safety audit carried out by the Local Authority and the governors monitor our procedures very closely throughout the school year. Please see our safeguarding policy for more information, which is on the school website.

DSLs

Karen Hambleton, Jo O'Hare, Andy Walters, Gareth Molineux, Sally Levesley, Louise Rhodes (safeguarding governor) Jill Wilkinson (Transform Trust Safeguarding)
Email addresses available on the website in the Safeguarding section

MENTAL HEALTH WELLBEING



Mental health and wellbeing plays a vital role in education and impact on our students' learning. Here at Lawn Primary School we are committed to advancing and safeguarding students' emotional wellbeing and good health. We currently have achieved silver in the School Mental Health Award, which is supported by the Carnegie School of Education. We are an attachment aware school and embed these principles firmly in all our policies.

WELLBEING

Each and every Wednesday, all children participate in a 'Wellbeing Wednesdays' session. These sessions focus on a different theme each week and explore ways in which they can take responsibility for and support their own mental, emotional and physical wellbeing. From practising mindfulness and meditation to exploring the ways they can boost their self-esteem; our aim is to provide children with a 'toolkit' of strategies they can use to navigate their way through life and overcome the challenges we can all face at one time or another.

SUPPORT

Here at Lawn, we have a Learning Mentor who is an invaluable link between our children, their family and school. They work closely with teachers and other support professionals, focusing on supporting the child, helping them to grow, change and become active learners. For example, they can help with:

- lack of self-esteem
- low confidence
- poor attendance
- behaviour or emotional difficulties
- personal and friendship issues

By building up one-to-one relationships or sometimes doing small group work it can help children address barriers (and potential barriers) to learning. An important part of the Learning Mentor role is encouraging our children to build a 'toolkit' of skills that they can use in uncomfortable situations, enabling or allowing them to get through that difficult part of their day, and for them to carry these skills with them forever.

POSITIVE BEHAVIOURS

*'Our children are sensible
and are taught to respect
adults and other children.
We follow the rules by
keeping our hands and feet
to our-self, listening to each
other and always using our
manners'
(Asha)*

At Lawn we recognise that good behaviour is a necessary condition for learning that everyone stands to benefit from.

'Pupils can learn; teachers can teach; staff can do their job and parents have the confidence that their child is safe and supported to do the best they can.' Ofsted 2019.

Our behaviour for learning policy is underpinned with the ethos and understanding that children learn what good behaviours are and why they are important. This links closely with our Rights Respecting School status.

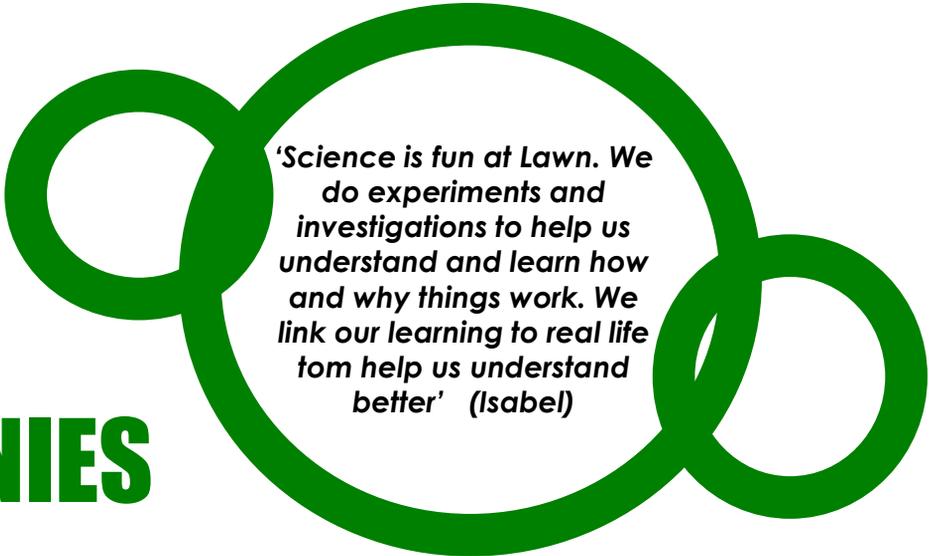
Through a positive approach towards behaviour, we aim to create a calm, emotionally safe environment in which children can develop a sense of responsibility for their own behaviour and adopt a lifelong sense of consideration for others. Alongside this vision we also adopt an approach that provides a framework for the children to understand the rights and responsibilities they hold within their own school and the community.

As humans, when we feel safe, we are more likely to explore and be curious about the world around us and this enables us to learn. With this in mind we aim to create the optimum environment where children and staff feel safe through predictability and consistent routines and rules, including rewards and any consequences.

Our core values are supported by our 'learning nutrients' which are designed to develop positive learning behaviours. We focus on a different 'learning nutrient' each half term and children are rewarded for demonstrating their progress with these. Our learning nutrients are:



PARENT & PUPIL TESTIMONIES



'Science is fun at Lawn. We do experiments and investigations to help us understand and learn how and why things work. We link our learning to real life tom help us understand better' (Isabel)

"Care and compassion are everything and I've seen so much of this from all of the staff and the children at Lawn Primary. There is a sense of proudness and ambition that surrounds the school."

"Anything is possible when you have the right people supporting you! Lawn staff are supportive, accommodating and go above and beyond to meet individual needs."

"As parents we love Lawn as we can be safe in the knowledge that our child is in the best environment. Her enthusiasm for school is so wonderful to see. You only want what is best for your children and we feel the passion she has about learning is inspirational."

"A school that not only cares about education, but a school who loves and accepts its pupils as if they were their own."

"The thing we love most about Lawn is that everyone cares about the children, they are made to feel special and important and that their happiness really is top priority!"

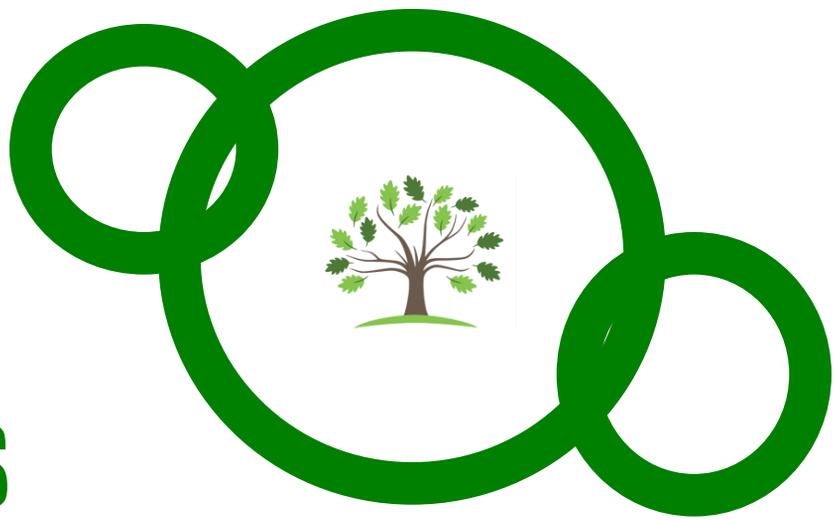
"Lawn has enjoyable learning. It is fun!"

"You know you are safe here...the children and adults are kind and respectful."

"The teachers are kind and plan lovely things."

"I like that we are a 'telling' school...if we see something that is not right we speak up."

"Our strength is that we work as a team – no one is left out."



OUR GOVERNORS

The governing body is made up of parent governors, members of the school and trust, and community governors, who are members of the wider local community.

The governing body monitors and evaluates the progress of the school, oversees the financial performance of the school and discusses a range of educational issues including safeguarding, the support of pupils with additional learning needs and staff workload. The chair of governors regularly undertakes 'Learning Walks' in the school to see the enthusiastic learning taking place in all classrooms.

At the heart of governing body discussions is 'what is best for the pupils of Lawn'. The governing body wants to make sure that the school continues to deliver excellent standards and supports all children to be the very best they can be; as a result they are always keen to hear from the parents, carers, teachers and pupils of Lawn.

Chairs of Governors

Mrs A Johnson

Vice Chair of Governors

Mrs V Malaysz-Smith

Clerk

Sarah Sayer

Parent Governors

Mrs V Malaysz-Smith (Pupil Premium)
Mrs A Bristow (Literacy/Arts)

Staff Governors

Mrs K Hambleton
Mr L Wilkins
Mrs M Hennessy

Community Governors

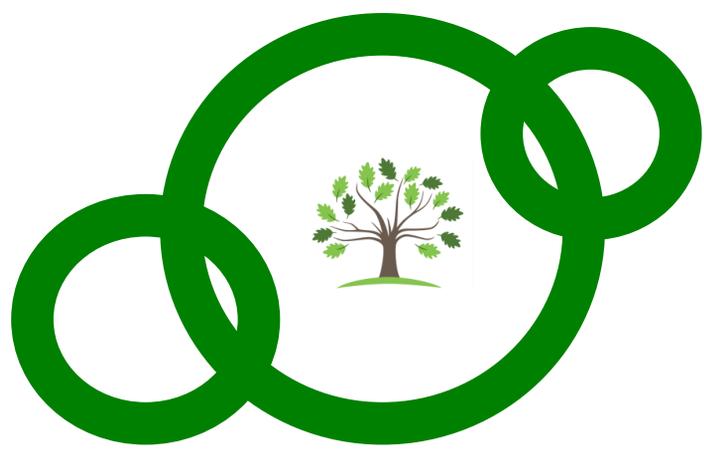
Mrs J Hall (Curriculum & EYFS)
Mrs A Johnson (H&S, Teaching and Learning)
Mrs L Rhodes (Mental Health, Safeguarding & SEND)

Clarke to board of Trustees

Ruth Palmer

Trust Governor

Trish Wilson



OUR STAFF

Headteacher

Mrs K Hambleton

Assistant Headteachers

Mr G Molineux

Mr A Walters

EYFS Lead

Mrs S Levesley

Operations Manager

Mrs M Hennessy

Teaching Staff

Mrs H Adamson

Miss M Alexander

Miss S Gardner

Miss H Deacon

Mr G Dopson

Mrs C Grant

Mrs V Harrison

Miss C Hendy

Mrs S Levesley

Mr J Housley

Mr G Molineux

Mrs V Shepherd

Deputy Headteacher

Mr D Hancock

SENDCO

Mr A Walters

Transform Trust Associate Heads

Mrs H Fordham

Administrative Staff

Mrs R Lang

Mrs V Smith

Mr A Walters

Miss A Williams

Mr L Wilkins

Mrs Y Wilkins

Miss H Winfield

Mrs M Hallsworth

Learning Mentor

Mrs J O'Hare

High-Level Teaching Assistants

Mrs W Cordwell

Miss P Valentine

Teaching Assistants

Miss S Allen

Mrs A Burton

Mrs L Billings

Mrs A Boyce

Mrs E Byrne

Mrs T Copeland

Mrs C Hames

Mrs A Martell

Mrs Z Blurton

Mrs N Severn

Site Staff

Mr R Emery

Cleaner in Charge

Key Holder

Vacancy

Playworkers

Mrs A Burton (Lead)

Mrs M Hassan

Miss M Brammer

Miss T Buxton

Cleaners

Miss K Blackwell

Ms R Kwiatkowska

Mrs J Maunder

Mrs C Henderson-Giles

Mrs K Maciejewska

Mrs M Holder

Miss L Brown

Kitchen Staff

Mrs M Robinson (Catering Manager)

Miss R Bucklow

Mrs T Bojko

Miss L Uzosike

Tree House Manager

James Gregory

Tree House Club Staff

Mr D Billings

Mrs L Billings

Mrs V Swain

Mrs T Copeland

Mrs E Di Girolamo

Miss A Bucklow

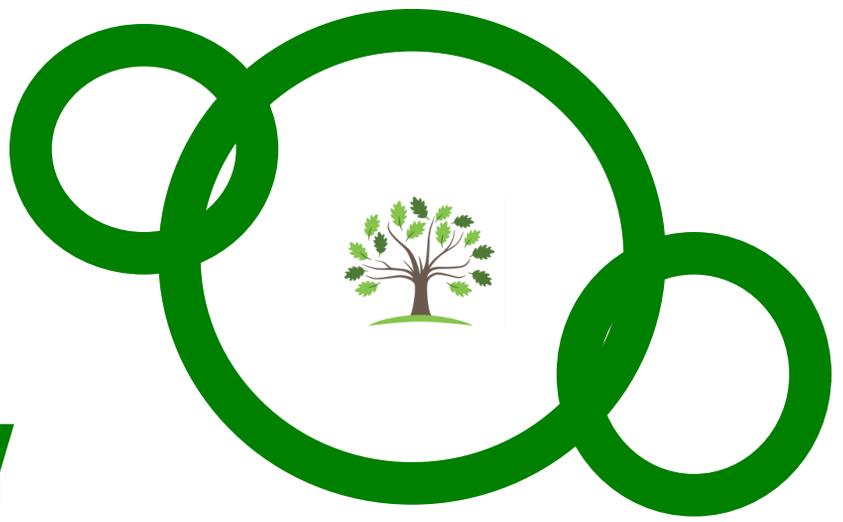
Mrs M Holder

Mr O Yusuf

Mrs T Buxton



*Dream
Believe
Achieve*



THE SCHOOL DAY

COVID-19

In the case of government legislation regarding COVID, the school timetable may have to be amended to account for staggered start and finish times for different year groups to ensure social distancing between class bubbles. This would include a staggered timetable throughout the day for playtimes and lunchtimes. Parents/carers would be informed of such changes as required.

Arrival

The KS1 gate will be opened at 8:45 for Reception to line up and come into school. After that, both the school entrances are open and children are expected to walk into school independently. Gates close at 8:55am which gives parents a 10 minute window to arrive at school. Please ensure your child arrives before the gate closes to ensure a smooth and happy start each day for your child. If you need to pass on a message, please use do-jo to inform the class teacher or email the office on admin@lawn.derby.sch.uk. Longer conversations can be catered for by arranging a mutually agreeable time. Members of the leadership team are also available on the gate each day.

Lunchtime arrangements

Morning playtime 10:30 – 10:45

Lunchtime 12:00 – 1:00 (KS1) 12:00 – 1:00 Year 3 & 4 12:15 – 1:15 Year 5 & 6

Afternoon playtime 20 mins (KS1)

- Children may have a school dinner cooked by our kitchen staff
- Children may bring a packed lunch.

Please see the school website for further details about school meals.

We promote healthy eating in school, especially when it comes to snacks. Therefore, if children wish to have a snack at morning break, they may bring a piece of fruit. Children in Key Stage 1 and FS2 will have a free piece of fruit or veg. Children must bring a bottle of water to school each day.

End of the day

The school day finishes at 3.30pm the school gates will open at 3:25pm for you to enter school. We would ask, as with the beginning of the day that you are punctual in collecting your child from school. Of course, we will always support you in the case of an emergency, so please contact the school office if something arises to make you unusually late. Children attending after school clubs must also be collected promptly at the end of the activity.



School Environment





School Environment



OUR UNIFORM

'PE here is fun. We learn new skills to help us in game situations. We have supportive teachers who always try new things and push us to be our best. We also have a daily mile track and gym equipment to help us improve our stamina and core muscles' (Mia-Grace)



PE Kit

- House coloured t-shirt
- House coloured/black hoodie
- Black shorts/black or grey leggings/tracksuit bottoms
- Trainers

Uniform

- Knitted cardigan with logo
- V neck jumper with logo
- Tie
- White collared shirt/blouse (long or short sleeve)
- Black shorts/trousers/skirt/pinafore
- Black socks/tights
- All hair, long enough, should be tied back in simple, plain bobble
- Summer dress
(only in warmer weather)

All our children are allocated house teams when they begin school life at Lawn. Our house teams are as follows:
Chatsworth – Green; Hardwick – Yellow; Elvaston – Red; Kedleston – Blue

Uniform with the school logo can only be purchased online or by visiting our suppliers:

Morleys Schoolwear, St Marys Retail Park, 446 Nottingham Road, Chaddesden, Derby, DE21 6PE. Or via their website;

www.schoolwearsolutions.com. Items can be delivered to school for your convenience for you to collect.

Uniformity, 24 Alfreton Road, Derby, DE21 4AS
Uniform Direct, 54 Babington Lane, Derby, DE1 1SX
My Clothing, myclothing.com

Second hand uniform can also be found via the PTFA.



PARENT COMMUNICATION

Good communication is much more than the exchange of information. Communication is as much about attitude and behaviour as it is about the message. We should also remember the importance of listening. Every member of staff and parent/carer has a responsibility to support effective communications and needs to recognise that the quality of their communications should be respectful, constructive and purposeful.

We use several forms of communication at the school:

Letters (emailed wherever possible)

Telephone

Text/email

Class Dojo

Weekly newsletters

School Website

Facebook

Twitter

In the Summer Term parents receive a detailed written report of their child's progress. In addition, parents will also receive termly reports on their child's progress in the core subjects plus a report on attendance and behaviours for learning. Parents are welcome to come in and discuss any of these reports with the class teacher at a mutually agreed time.

Parents are also invited to meet their child's class teacher twice in the academic year for a consultation at Parents' Evening. This gives the opportunity to celebrate successes, and to support the child in areas where there is particular need for improvement. We encourage parents to contact the school if any issues arise regarding their child's progress or well-being.

When children have special educational needs, or if they are making less than the expected progress, we find it helpful to meet with parents more regularly. We will also make any reasonable adjustments to our arrangements to ensure we can meet with all parents.

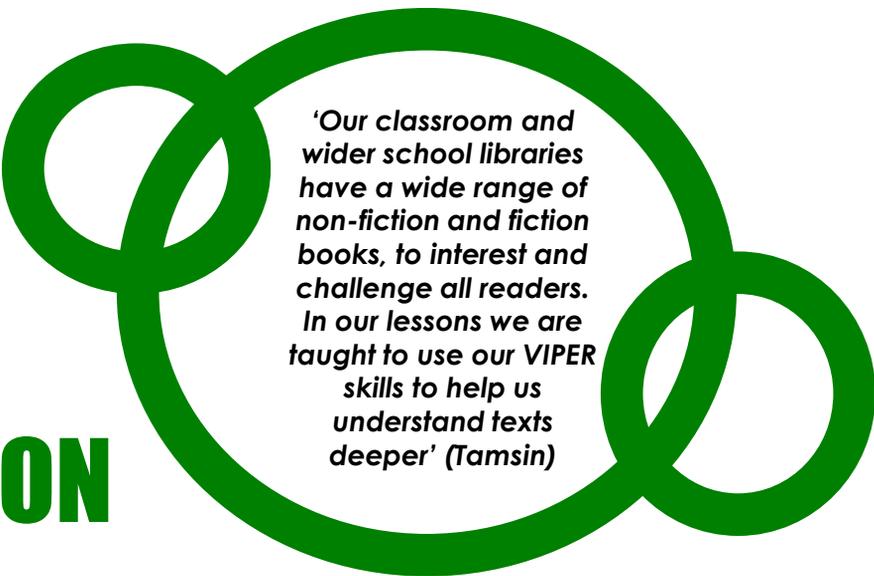


The PTFA is made up of parents and friends of Lawn. We all work to help make this great school an even better place for our children to learn and make friends in their formative years. As a parent of a child at Lawn, you can automatically become a member of the PTFA, so you are very welcome to come along to meetings and, even better, we'd love for you to get involved too. Even if you can only spare the odd evening or afternoon once in a while, that would be fantastic.

The PTFA plays a very important part at Lawn. We raise money for the school, enabling things like new equipment to be provided, and we also run social events for the children and parents. Every year the PTFA (with your help) raises an amazing amount of money in a variety of fun and different ways.

'Hello everyone from the Lawn PTFA and welcome to Lawn School! The Lawn School PTFA was established in 1989 and represents parents, guardians, carers, teachers, school staff and anyone who has the interest of Lawn school at heart (grandparents, friends etc..). Membership is open to anyone, it's free and does not require any commitment other than wanting to help school achieve its long term strategy and provide the best environment for the children to learn. Lawn School PTFA is also a registered charity and therefore it is governed by a constitution and run by a committee of volunteers which is elected by the members at the annual AGM. Our key aim is to raise funds for school to keep enhancing the provision for our children. You can find all the information about Lawn School PTFA on our new website (QR code and App available below). Please register on it. <https://www.pta-events.com/lawnprimary-allestree/> On the website you can meet our committee members, see the calendar of fundraising events, register to our Lotto and buy our preloved school uniforms. Preloved uniforms: we stock a range of preloved uniform items so check out the website or contact Terrie at preloved_lawnPTFA@mail.com Lawn Lotto: Register to our Lotto for the chance of winning £ every month and support the school. The Lotto raised £1600 over the last year alone and we can do more!! £2 per ball (buy as many as you want), £1 goes to school and £1 to the prize draw. £76 was won in the February draw. To register check our website or contact Lucy at lottolawnPTFA@mail.com If you need to get in touch, simply reach out at LawnPTFA@mail.com Attached below, a summary of what the new committee has been up to so far this year and a copy of our fact sheet and latest newsletter. We look forward to welcoming you as part of the PTFA family, if at all possible in person the first weeks of the new academic year! The Lawn PTFA committee'

USEFUL INFORMATION



'Our classroom and wider school libraries have a wide range of non-fiction and fiction books, to interest and challenge all readers. In our lessons we are taught to use our VIPER skills to help us understand texts deeper' (Tamsin)

ABSENCE

If your child is absent from school due to illness please contact the school office by 8:30am on the morning of absence. If the office is not open, please leave a phone message and these will be collected first thing in the morning. If no message has been received by 9:30am a phone call will be made asking you to confirm and authorise the absence. Although we do not encourage your child to be late or absent from school we are aware that sometimes this is unavoidable.

Where possible please arrange for dentist and doctors' appointments outside the school day. If your child is going to be late to school or needs to be collected early please inform the school office by phone or email rather than using do-jo.

There is no automatic right to holidays during term time. However if you require time off for any exceptional circumstances, this must be applied for in advance using a Leave of Absence form from the school office. All requests must be supported by an additional letter giving further details. Recent legislation has meant that absences unexplained by a letter have to count as unauthorised.

ACCESSORIES

The ONLY items of jewellery allowed in school are watches and small stud ear rings, or items of a religious significance. All other items of jewellery are considered unsuitable for school on the ground of health and safety. All jewellery must be removed for PE and swimming lessons. If you are considering having your child's ears pierced, please arrange for this to be undertaken at the beginning of the 6 weeks holidays. Make-up, including nail varnish and adhesive tattoos should not be worn to school. Hair styles should also be appropriate for school, e.g. hair should not be dyed a bright colour or be shaved in a style that incorporates patterns.

MEDICINES

Due to guidance given by the Local Authority we are only able to administer medicine to a child that has been prescribed by a doctor for administration 4 times or more a day. Should your child need to have medicine administered please collect a form from the school office. Can we please ask that children DO NOT carry any medicine in their school bags or on themselves as this is potentially a serious health risk to other children. If your child requires an inhaler, these can be kept in your child's classroom.

USEFUL INFORMATION

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Believe
Achieve*

POLICIES

Copies of all school policies can be obtained from the school website or the school office.

Email: admin@lawn.derby.sch.uk
Website: www.lawn.derby.sch.uk

APPLICATIONS

All applications for places at our school are dealt with centrally by Derby City Council.

Please contact:

Primary School Admissions
The Council House
Corporation Street
Derby
DE1 2FS
(01332) 642729

