

PROSPECTUS 2026-2027

Kirk Ella St Andrews Community Primary School

West Ella Road

Kirk Ella

East Yorkshire

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WELCOME

Welcome to **Kirk Ella St Andrew's Community Primary School**. We are delighted that you are considering our school and hope this prospectus gives you a clear and informative insight into our values, provision and ethos.

We are a caring, inclusive and aspirational school where every child is valued as an individual. Our aim is to provide a **safe, nurturing environment** in which children feel confident, happy and inspired to learn. We are committed to ensuring that every pupil achieves their full potential—academically, socially and emotionally.

Strong partnerships between home and school are central to our success, and we look forward to working closely with you throughout your child's journey.

VALUES

Building respect, resilience and responsibility to encourage confident and questioning children who love learning.

ADMISSIONS

The school's admissions arrangements follow the **Local Authority Admissions Policy**.

- Two-form entry school (60 places in Foundation Stage)
- Applications made via the Local Authority preference system
- Places allocated according to LA criteria
- Flexible transition from part-time to full-time in Autumn term

Children's **confidence, emotional maturity and wellbeing** are central to decisions regarding full-time attendance.

THE SCHOOL DAY

Gates open each morning at **8:35am**. Parents and carers may access the site via West Ella Road or either of the two entrances on Mill Lane. Children enter the school independently from the playground, where members of the senior leadership team and other staff are present to supervise and support, particularly for younger pupils.

The gates close promptly at **8:50am**. Any child arriving after this time should report to the school reception, where they will be registered and escorted to their classroom via the main entrance.

Lunch arrangements begin at approximately **11:45am** for younger children and may vary slightly. Most pupils have lunch between **12:00pm and 1:00pm**. If you wish to take your child off site for lunch, please collect them at **12:00pm** and return them no earlier than **1:10pm**.

At the end of the school day, gates open at **3:10pm**, and children are dismissed at **3:20pm**. Any child not collected by **3:25pm** will be taken to reception, where they can be collected. The gates close at **3:30pm** to ensure the security of pupils attending after-school activities.

Please note that all children in the **Foundation Stage through to Year 3 must be collected by a parent or authorised adult**.

If someone different will be collecting your child, please inform the school office in advance by calling **01482 657208**.

Pupils in **Years 4, 5, and 6** may leave the school site independently. However, they are instructed to return to the school if the person meeting them is not present.

CLASS ORGANISATION

At present, our classes are organised into single year groups. From **September 2026**, each year group will consist of **two classes**, ensuring a consistent structure across the school.

The average class size is **30 pupils**. Foundation Stage and Year 1 classes are based in semi-open plan teaching areas within the **South Block**, while all other year groups are accommodated in individual classrooms in the **Main Block**.

Teachers within each year group work collaboratively to plan and deliver the curriculum, ensuring consistency and continuity of learning across classes.

As in all schools, teachers are allocated **10% Planning, Preparation and Assessment (PPA) time** each week. This is typically scheduled in year groups during the afternoon.

In the Early Years, familiar **Nursery Nurses and Teaching Assistants**, alongside a teacher in Year 1, support and supervise children during activities such as 'Children's Choice', Physical Education, and other learning sessions. In other year groups, PPA cover is provided through a combination of **teachers and teaching assistants**, ensuring that pupils continue to receive high-quality support and supervision at all times.

HOME/SCHOOL AGREEMENT

Since **September 1999**, Home–School Agreements have been a statutory requirement for all schools. This agreement outlines the shared expectations and responsibilities of both the school and parents or carers in supporting each child's education.

All parents or carers are required to sign the Home–School Agreement when their child joins the school, confirming their commitment to working in partnership with us.

THE CURRICULUM

Our curriculum fully complies with National Curriculum and provides a broad and balanced education for all pupils. We deliver the full range of National Curriculum subjects, including the core subjects of **English, Mathematics and Science**.

In addition, pupils study a wide range of foundation subjects: **History, Geography, Music, Design and Technology, Physical Education (PE), Art, Computing, Religious Education (RE), and Personal, Social and Health Education (PSHE)**. At **Key Stage 2**, pupils are also introduced to a **Modern Foreign Language**; currently, this is French.

Where appropriate, foundation subjects are taught through engaging, thematic approaches within each year group, helping to create meaningful links in learning.

The curricular aims set by the Governing Body are aligned with those of the **East Riding Local Authority**, ensuring consistency with local and national expectations.

In line with National Curriculum requirements, the Governing Body is committed to ensuring that all pupils develop a secure understanding of **living things and life processes**, including growth, survival and reproduction. Elements of **Relationships and Sex Education (RSE)** are delivered as part of our PSHE programme. Further information can be found in the school's **Relationships and Sex Education Policy**.

We place a strong emphasis on supporting pupils' **mental health and emotional wellbeing**. Our comprehensive PSHE programme, **Jigsaw**, addresses a range of topics and provides children with strategies to manage emotions and concerns. In addition, we have trained **Emotional Literacy Support Assistants (ELSA)** who work with children requiring additional emotional support.

Since **Spring 2026**, the school has adopted four key curriculum drivers:

- **Emotional Awareness**
- **Independent Thinking and Learning**
- **Humility and Empathy**
- **Knowledge and Understanding of the World**

These drivers have been developed in consultation with all stakeholders and reflect the shared values of our school community. They underpin our ethos and act as a unifying 'golden thread' across all areas of the curriculum, guiding both teaching and learning experiences throughout the school.

HOMEWORK

Pupils are set an appropriate level of weekly homework in each year group to support and consolidate their learning. The school subscribes to a range of online learning platforms, including **Times Tables Rock Stars** and **NumBots**, which are used regularly in class and are also accessible from home. In addition, teachers may set topic-related tasks to enhance and extend classroom learning.

We greatly value the support of parents and carers in supporting homework, particularly with **reading**, which remains a key priority. Pupils are recognised and rewarded for being regular readers. Experience shows that children who receive consistent support at home are more likely to make strong progress and achieve positive outcomes.

ASSESSMENT

Assessment is an integral part of curriculum planning at every stage of a child's education. The school has a dedicated **Assessment Co-ordinator** who oversees assessment practices and ensures consistency and effectiveness across all year groups.

Within the **Foundation Stage**, a baseline assessment is completed in September, with ongoing assessments carried out throughout the year to monitor progress and inform teaching.

At the end of **Key Stage 2 (Year 6)**, all pupils undertake **Statutory Assessment Tests (SATs)**. Schools are legally required to share the outcomes of these assessments with parents, alongside the publication of national results.

In addition to ongoing **teacher assessments**, pupils complete **termly NFER tests**. These assessments support teachers in evaluating progress, informing future planning, and setting appropriate, personalised learning targets for each child.

Please note that Year 6 statutory SATs take place each year in **May**. Requests for term-time leave for Year 6 pupils are considered in line with the **Local Authority's attendance policy**.

SPECIAL EDUCATION NEEDS

Our **Special Educational Needs and Disabilities (SEND) Policy and procedures** are written in accordance with the Department for Education's **SEND Code of Practice (0–25 years)**. The school's **Special Educational Needs Coordinator (SENCo)** is **Mrs Markham**.

All pupils are regularly assessed as part of our ongoing commitment to high-quality teaching and learning. Where there are concerns that a child is not making expected progress, despite **quality first teaching** and appropriate adaptive approaches, a **'Cause for Concern'** will be discussed with parents or carers. With parental consent, further assessments may then be carried out to identify specific needs.

Following assessment, outcomes and proposed **intervention strategies** will be shared with parents. This marks the beginning of the school's **graduated response**, through which targeted support is carefully planned and implemented. All interventions are reviewed and evaluated on a **half-termly basis** to ensure they are effective and appropriately matched to each child's needs.

If a pupil continues to experience difficulties despite targeted support, alternative interventions may be introduced, and **external agencies** may be involved to provide additional guidance and expertise. In cases where a child has **complex needs** and requires sustained, multi-agency support, the school may request a **statutory assessment** from the Local Authority. This process considers evidence gathered through the graduated response to determine whether an **Education, Health and Care Plan (EHCP)** is required.

The progress of pupils with SEND is monitored in the same way as for all children across the school. While starting points may vary, all pupils are supported and expected to make **good progress** in relation to their individual abilities and needs.

R.E and COLLECTIVE WORSHIP

Religious Education (RE) is taught in accordance with the **Local Authority Agreed Syllabus**, ensuring a balanced and inclusive approach. School assemblies are **non-denominational**, and we respect the rights of parents and carers to withdraw their child from RE and collective worship in line with statutory guidance. Where this is requested, suitable alternative arrangements will be made.

A daily act of **collective worship** takes place, which is broadly **Christian in character**, while remaining inclusive and reflective of the diverse community we serve. The format and timing of collective worship may vary. Parents of pupils from other faith backgrounds are welcome to make arrangements for alternative worship or religious instruction during these times if they wish.

Throughout the year, pupils from individual year groups—and occasionally the whole school—take part in special services at **St Andrew's Church, Kirk Ella**. Members of staff from St Andrew's Church also contribute regularly to school assemblies, supporting our provision.

We place a strong emphasis on fostering **understanding and respect for all major world religions**. Visitors from a range of faith communities and denominations are invited to contribute to lessons and assemblies. In addition, educational visits are organised to places of worship such as a **synagogue, Sikh gurdwara, and mosque**, enriching pupils' understanding through first-hand experiences.

EXTRA-CURRICULAR ACTIVITES

The school actively encourages pupils to participate in a wide range of **extra-curricular activities**. While each child is supported to achieve their personal best in the development of physical skills, we also believe it is important for pupils to engage in and enjoy an appropriate level of **healthy competition**.

The school is highly regarded for its **sports provision** and supports a variety of teams that compete at **cluster, regional and national levels**. We are proud to hold the **School Games Platinum Mark**, in addition to receiving a **national award for our swimming provision**, and being nominated for the **Youth Sport Trust Awards** in each of the past two years.

A broad programme of **athletic activities** is organised throughout the year, culminating in our annual **Sports Day and Sports Week**. Junior pupils also participate in the **Haltemprice Sports competition**, and Year 6 pupils are provided with opportunities to take part in **cluster sporting events at Wolfreton School**.

The performing arts also play a significant role in school life. Over **100 pupils** are involved in **singing and instrumental music**, with concerts held throughout the year to celebrate their achievements. The school choir also performs regularly within the local community.

In addition, a variety of extra-curricular clubs are offered at **lunchtime, before and after school**, varying from term to term. These may include:

- Choir (Key Stage 2)
- Gardening Club
- Football
- Gymnastics
- Cricket
- Singing
- Netball
- Athletics
- Tag Rugby
- Judo

These opportunities enrich pupils' school experience, promote teamwork and confidence, and support the development of a wide range of interests and talents.

PLAYTIMES & WELLBEING

All pupils benefit from regular **morning break and lunchtime playtimes**.

Children in the **Foundation Stage** have access to a dedicated outdoor play area, which is securely enclosed. Year 1 pupils also have use of a smaller, fenced playground during certain lesson times. Pupils in **Years 1 to 6** share playtime and lunchtime periods, although designated areas are available to ensure that younger children can play safely. During the **summer term**, all pupils from Foundation Stage through to Year 6 have supervised access to designated areas of the school field.

A variety of activities are available to pupils during playtimes, including **construction equipment (e.g. LEGO), an outdoor reading area, and board games**, supporting both active and quiet play.

Pupils may bring a healthy snack for morning break. In line with our commitment to promoting healthy lifestyles and good dental health, snacks should consist of **fruit or raw vegetables only**. Items such as biscuits, sweets, crisps, and nuts (including peanuts) are not permitted. The school also participates in the **Free Fruit Scheme**, which provides a daily portion of fruit for all **Key Stage 1 pupils**.

Children are encouraged to bring **water bottles with sports caps** for use during lessons. These should contain **plain water only** (no juice or flavoured drinks). Water refill stations are available in both the **South Block and Main Block**, where pupils can refill bottles under supervision.

The school is committed to the well-being of all pupils and staff. There are a number of events and activities arranged throughout the year to support this.

LUNCHTIMES

Following the introduction of **Universal Infant Free School Meals**, all children in **Foundation Stage to Year 2** are entitled to a free school meal. As a result, children in these year groups will be provided with a school dinner unless parents or carers inform the school office of an alternative arrangement. A choice of both **hot and cold meal options** is available each day.

For pupils in **Year 3 and above**, lunchtime arrangements allow those having school dinners and those with packed lunches to dine at the same time within designated areas of the school hall.

Pupils may choose to alternate between school meals, packed lunches, or going home for lunch within the same week, offering flexibility for families.

From **Year 3 onwards**, school meals must be paid for **in advance** using **ParentPay**, a secure online payment system. Login details and instructions are provided once your child begins school. The current cost of a school meal is **£2.70 per day**.

Parents and carers are asked to ensure that packed lunches support healthy eating. Items such as **sweets and sugary fizzy drinks** should not be included. In addition, we operate a **nut-free policy**; therefore, nuts and products containing nuts (including peanut butter) must not be brought into school, as some pupils may have severe allergies.

MEDICINES

If your child requires a course of prescribed antibiotics, these must be handed in to the **school office**, where they will be managed by administrative staff. All medicines must be provided in their original packaging, clearly labelled with the child's name, and include clear instructions regarding dosage.

Where medication is required **three times a day or fewer**, we ask that doses are administered at home where possible. However, if a child requires medication **four or more times per day**, parents or carers must complete and sign a **medication consent form** for each new course of treatment.

Please note that, if a child becomes unwell during the school day, staff are **not permitted to administer any medication** unless it has been provided by parents or carers in accordance with the procedures outlined above. If there are any concerns about your child's health, we will contact you promptly for advice or, where necessary, request that your child is collected from school.

SUNSCREEN

During the summer months, we actively encourage all pupils to take appropriate precautions when spending time outdoors. Children are advised to wear **sun hats** and to drink plenty of **plain water** throughout the day.

Pupils may bring sunscreen into school; however, it must be clearly labelled with the child's name and kept safely in school. While staff are unable to apply sunscreen to pupils, they will supervise and support children, where appropriate, in applying it themselves. Staff will also remind pupils to take responsibility for protecting themselves before going outside.

The school provides several shaded areas, including **three shelters on the main playground and one within the Foundation Stage outdoor area**, as well as an **outdoor classroom**. In addition, trees around the school grounds offer natural shade, ensuring that pupils have access to cooler areas during warmer weather.

ILLNESS AND ACCIDENTS

All injured pupils are cared for by our trained **First Aiders**, who provide appropriate support and treatment during the school day. If your child is unwell or sustains an injury at school, we will contact you as necessary. It is therefore essential that the school office always has **up-to-date contact details** for parents and carers.

In the case of **minor incidents** (such as small bumps or grazes), we will inform parents via text message for awareness.

Some medical conditions, while seemingly minor, can be **highly contagious**. In such cases, we require that pupils remain at home until they have fully recovered, in order to protect the health and wellbeing of the wider school community. Our administrative staff will be able to provide guidance on recommended exclusion periods where necessary.

ABSENCES

If your child is absent from school due to illness, please contact the school **by telephone on the first day of absence** to inform us. This is not only courteous but also essential, as failure to notify the school will result in the absence being recorded as **unauthorised**.

If we have not received an explanation for a child's absence, office staff will contact parents or carers as part of our **safeguarding procedures** to ensure the child's wellbeing.

Requests for **term-time holidays** can only be authorised in exceptional circumstances and in accordance with the **Local Authority Term Time Holiday Absence Policy**. If you need to request leave during term time, please obtain and complete a **holiday request form** from the school office. Please be aware that taking a child out of school during term time may result in them missing important elements of the curriculum, and **teachers do not provide additional work** for such absences.

Attendance is monitored closely across the school. Where a child's attendance falls below expected levels, parents or carers will be contacted to discuss any concerns. This may lead to the implementation of an **attendance plan** and, where appropriate, further support or involvement from the **Education Welfare Officer**.

GOVERNORS

The Governing Body is responsible for the overall strategic leadership and effective management of the school, operating within the framework of national legislation and taking full account of Local Authority policies. Governors are required to meet at least once each term; however, they often convene more frequently to fulfil their

responsibilities effectively. In addition to full governing body meetings, much of their work is carried out through a range of smaller committees.

PARENTAL INVOLVEMENT

We greatly value the partnership between home and school, and parents and carers are warmly encouraged to support learning by volunteering within the classroom. Opportunities to assist include listening to readers, supporting computing activities, contributing to design and technology, assisting with cooking and art projects, and engaging in mathematics and language-based games. Parents of pupils receiving the weekly merit award are invited to attend the merit assembly on a Friday.

Through this involvement, parents can gain a deeper understanding of their child's learning and contribute positively to the wider school community. All regular volunteers are required to undergo a **Disclosure and Barring Service (DBS) check** prior to working in school.

Parents and carers are invited to attend **consultation evenings in the Autumn and Spring terms**, providing opportunities to discuss their child's progress. Should any concerns arise at other times, parents are encouraged to contact their child's class teacher promptly.

The school also benefits from a highly active and supportive **Parent Teacher Association (PTA)**, which works hard to raise funds for additional resources and enhancements to the school environment.

CHARGING FOR ACTIVITIES

The school does not make a charge for most activities that take place wholly, or mainly, during school hours. However, parents and carers may be invited to make a **voluntary contribution** towards the cost of certain activities, such as educational visits or workshops delivered by visiting specialists. While these contributions are voluntary, they are essential in enabling such activities to take place.

From **Year 3 onwards**, pupils are offered the opportunity to learn to play a range of **string and woodwind instruments** through lessons provided by experienced **peripatetic music teachers**. These lessons are available to book, and the cost is determined on a **pro-rata basis**, depending on the number of pupils receiving tuition.

Payment for instrumental lessons must be made **in advance**, as the school is required to provide a **full term's notice** should lessons need to be cancelled.

TRANSITION TO SECONDARY

The majority of our pupils transfer to local secondary schools, including **Wolfreton School and Sixth Form College**, **Hessle High School**, and **South Hunsley School and Sixth Form College**. A small number of pupils also move on to the **independent sector**.

SCHOOL UNIFORM

At **Kirk Ella St Andrew's Community Primary School**, we believe that standards of dress contribute positively to behaviour, attitude and a sense of belonging. Our school uniform policy is designed to promote **high standards**, encourage **pride in the school**, and support **equality among all pupils**.

We also believe that children should be dressed in a manner that is **appropriate for their age**, ensuring both comfort and suitability for the range of activities they undertake during the school day.

School Uniform

Daily Wear		
Trousers	Plain black or dark grey	Must be a tailored style and NOT bootleg combat, tracksuit bottoms, leggings or other 'fashion' type
Tailored shorts, culottes	Plain black or dark grey	
Pinafore or skirt	Green or grey	Of decent length, on or just above the knee. Must be tailored style, not tight-fitting
Checked summer dress	Green or yellow	Of decent length, on or just above the knee
White/yellow polo shirt or white shirt	Plain white	Long enough to tuck in
Jumper, Cardigan or Sweatshirt	Bottle Green	Preferably with the school logo
Socks	Plain black, dark grey or white	
Tights	Plain black or dark grey	Opaque
Shoes/boots	Black	Black flat sensible school shoes/boots style (they are to be plain with no coloured logos or coloured detailing. Plain black trainers are acceptable) No fashion shoes
Wellies/ boots		For extremes of wet weather/ snow - with change of shoes when indoors

P.E Kit		
T-shirt	Yellow	Preferably with a school logo, no brand logos or initials (names can be added to the label)
Shorts/Leggings	Green/ Black leggings	No brand logos or coloured detailing
Trainers		Suitable for outdoor P.E
Tracksuit bottoms	Black	
Black Tracksuit top/ or hooded school sweatshirt with school logo		No Brand logos or coloured detailing
Swimming		
Trunks/jammers for boys		no loose-fitting shorts
One piece swimsuit for girls		no bikinis
Goggles (advised but not compulsory)		

Outer Clothing

We recommend a relatively inexpensive waterproof coat. Hats, scarves and gloves may be worn in appropriate weather and should be removed when in doors. In adverse weather conditions, wellingtons or sturdy footwear can be worn for the journey to school but pupils must change into appropriate school shoes on arrival. Children should bring a waterproof bag to store the boots in. Wellingtons must contain the child's name.

In summer months, parents should provide a sun hat to be worn.

Watches (including 'smart' watches)

We encourage children to wear watches in school. Please do not allow your child to wear a 'smart' watch, or any watch that has the same functionality as a mobile phone or PC, on the school site. This is for child protection reasons and your compliance is requested for the safety and well-being of the school community.

Jewellery

Pupils are permitted to wear one plain/ gold/silver metal stud earring/pair of earrings in their earlobes – no patterned designs, novelty shapes or hoops. These must be able to be removed by the child themselves before all PE lessons/ swimming lessons and placed safely in a clean envelope or bag provided from home. If your child is unable to independently or hygienically remove their earrings, then they must not attend school wearing them. **Teachers are not permitted to remove earrings.**

If you plan for your child to have their ears newly pierced, we ask that this takes place at the start of the longer summer holiday, so that ears can heal, and earrings are removable prior to returning to school. Teachers are not

permitted to remove earrings.

Pupils may wear a plain watch with a plain strap.

Make up and Nail Varnish

Make up and nail varnish must not be worn to school unless for an out of school hour's function, for example a school disco.

Hair and Accessories

No extreme hairstyles, no hair dye and no hair extensions are permitted. Hair decorations are not permitted, except a simple black or green 'Alice' band. Hair should be tied back with a plain bobble. Hair grips should be plain black/brown. Please note – small simple or bow type bobbles, bands and grips in school are allowed. The use of styling products should e kept to a minimum.

When should Uniform be worn?

Uniform should be worn every day apart from P.E days. P.E kits are to be worn all day on P.E days as this saves time for the lessons. P.E days will be communicated to you by your child's class teacher.

Where to buy Uniform?

School uniform is available at Steady School Wear online using the link from the website. Some of these items have the school logo on. Items can be purchased from other outlets if they are school colours.

Labelling Uniform

All clothing should be clearly labelled with your child's name. This is especially important, as uniform items look similar and can easily be confused for another child's. The school cannot accept responsibility for any lost items. The school will keep unnamed lost property for half a term and will offer parents the opportunity to check lost property upon request. After this period of time, the school will recycle/dispose items of lost property as appropriate.

COMPLAINTS PROCEDURE

Parents and carers who wish to raise a concern or make a complaint are encouraged to refer to the school's **Complaints Procedure**, which is available on the school website.

The school is committed to resolving concerns promptly and amicably, and we strongly encourage that all **informal avenues** are explored in the first instance before a formal complaint is made.

If you have a concern, please contact your child's **class teacher** initially, as many issues can be resolved quickly at this stage. This step will be expected even if an alternative route is considered.

If the matter cannot be resolved satisfactorily, the **Headteacher or Deputy Headteacher** will be happy to meet with parents or carers by appointment to discuss the concern further.

Should a parent or carer wish to proceed with a **formal complaint**, this must be made **in writing** and addressed to the **Chair of Governors**, who will arrange for the matter to be considered in accordance with the Governing Body's procedures.

CONTACTING THE SCHOOL

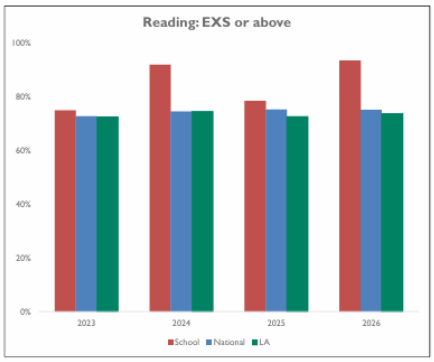
We welcome clear and open communication with all members of our school community. To ensure that your enquiry reaches the appropriate member of staff as efficiently as possible, we kindly ask that all emails are sent to the school office. The office team will forward your message to the relevant teacher or member of staff and will support in coordinating a response.

Please note that staff will aim to respond to emails within three working days. We appreciate your patience and understanding as we manage communication effectively across the school.

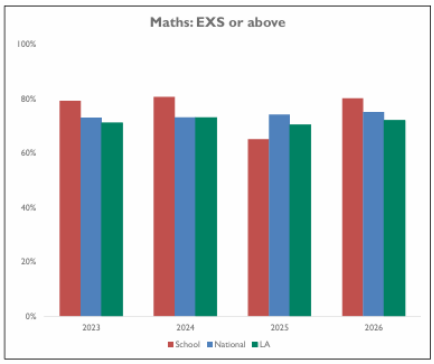
The school email address is office@kirkella.eriding.net

ACHIEVEMENT

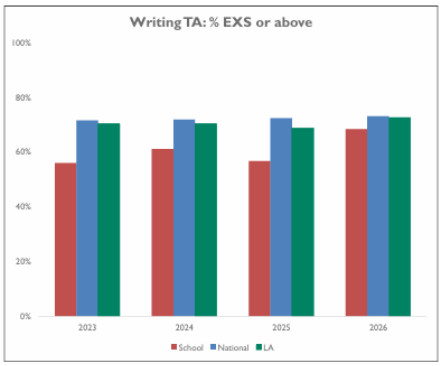
Our pupils achieve highly across the curriculum, with outcomes consistently above local authority and national averages. In 2026, **93% of pupils achieved the expected standard in Reading**, while **80% achieved the expected standard in Mathematics**. Writing outcomes also showed strong improvement, rising to **68% at the expected standard**. These results reflect our high expectations, excellent teaching and commitment to ensuring every child reaches their full potential.



	2023	2024	2025	2026	Trend
School	74.7%	91.7%	78.3%	93.3%	⇧
National	72.6%	74.3%	75.1%	75.0%	⇩
LA	72.4%	74.4%	72.5%	73.6%	⇧



	2023	2024	2025	2026	Trend
School	79.1%	80.6%	65.0%	80.0%	⇧
National	72.9%	73.1%	74.1%	75.0%	⇧
LA	71.0%	73.0%	70.3%	71.9%	⇧



	2023	2024	2025	2026	Trend
School	56.0%	61.1%	56.7%	68.3%	⇧
National	71.5%	71.8%	72.3%	73.1%	⇧
LA	70.3%	70.3%	68.8%	72.6%	⇧

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