

CRAYKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Respect | Friendship | Forgiveness | Determination
"Follow your pathway and we grow together with confidence"

Issue: #6 Term: Autumn Date: 10 October 2025

Crayke Chronicle



Message from the Headteacher

It's been a fantastic week in school! We've loved gathering together for our Harvest Festival and the educational visit to London yesterday was phenomenal. I would like to extend a really heartfelt thank you to everyone within our school community who works so hard to provide these amazing and enriching opportunities for our children – staff, governors, CHASA, parents and carers. You're very much appreciated!

We have been advised that, next Thursday 16th October, Mr Darren Dudman will be visiting our school for the day to undertake a SIAMS inspection. Attached is a letter providing further information about this. If anyone has any questions, please do get in touch. We very much welcome the opportunity to share with Mr Dudman our wonderful school, which we are incredibly proud of!

Have a lovely weekend,

Judi Jackson
Headteacher

News from School – Harvest Festival

What a wonderful service! The sun shone and the school community gathered together to give thanks at Harvest time at St Cuthbert's Church. It's always a special service as the first one of the academic year and it was absolutely wonderful to see so many families and friends of the school joining together for this occasion.

Children of all ages sang, read poems and prayers and our oldest children re-enacted the Bible story of the Sower and the Seed brilliantly.

Well done everyone – more photos on the next slide!



Harvest Festival photos



News from School – Pig Update

There was a buzz of excitement in the dining hall during Friday lunchtime, as last week's certificate winners ate their lunch. They then put on their wellies and headed down to the pig pen. They decided that Waffle was the one with the black ear and Peanut had the two pink ears. The children helped to give the pigs fresh water, added hay to their beds, fed them apples, stroked them and gave them a brush. When I spoke to this week's pig helpers, they informed me that I didn't need to send a reminder text about bringing wellies; they would remember anything if it involved them spending time with the pigs.



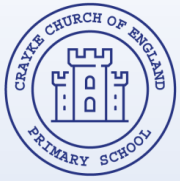
Mrs Helfferich

News from School – Quick Reads

We've put together a range of "Quick Reads" about different aspects of our school and thought it would be helpful to share them on the following slides, as well as on our school website www.craykeschool.org

We hope that they will provide a condensed version of information you can also find within our school policies and on the website.

If you have any questions, please do get in touch!



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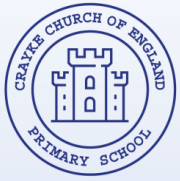
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Attendance Policy Quick Read

<i>What time does school start and finish?</i>	Our school gates open from 8:50am. Registration is at 9am. The school day ends at 3:30pm.
<i>How do I let school know about unexpected absences?</i>	Ring 01347 821767 or email admin@crayke.n-yorks.sch.uk before 9:15am
<i>How do I let school know about planned absences e.g. medical appointments?</i>	Ask the school for an absence form. Wherever possible, please make appointments for outside of the school day.
<i>Who can I talk to if I am worried about my child's attendance?</i>	We are all happy to help. Please talk to your child's class teacher, office staff or Mrs Jackson.
<i>What is school doing to encourage good attendance?</i>	<ul style="list-style-type: none">• Making school a happy and welcoming place to be• Informing parents termly about their child's attendance• Helping and working closely with families that need support• Looking carefully at attendance data to spot patterns and areas to improve
<i>What happens if my child does not arrive at school and school does not know where they are?</i>	Office staff will ring by 9:30am. If they cannot reach you they will ring again before 11am. If they still cannot reach you they will ring again before 1pm. If they still cannot reach you then the Headteacher will make a final attempt and then contact any professionals involved with your family or if seriously worried, we will ring the police. School may also ring your emergency contacts or visit the family home if they are worried.
<i>When does the Local Authority get involved in my child's attendance?</i>	The Local Authority may get involved when a child's absence is severe and not improving. This may result in a formal meeting, legal action and fixed penalty notice (fine) and a referral to Children and Family Services.
<i>Did you know?</i>	Attendance below 90% is judged as 'persistent' absence Attendance below 50% is judged as 'severe' absence Our school target is 96%



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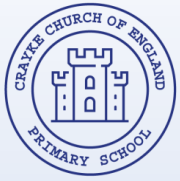
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Behaviour Policy Quick Read

<i>How does my child know the school's expectations of behaviour?</i>	Our school ethos, values and rules combine to create the behaviour culture within our school – Crayke Conduct. We have high expectations and our staff are consistent and fair. Our expectations are actively communicated to encourage all pupils to reflect the values of our school.
<i>What is the school doing to encourage good behaviour?</i>	<ul style="list-style-type: none">• Making the school a happy and welcoming place to be• Using a variety of rewards including Recognition Board, team points, good news texts, stickers and certificates• Communicating with parents about their child's behaviour• Helping and working closely with families that need support• Looking carefully at behaviour data to spot patterns and areas to improve
<i>What can I as a parent do to help?</i>	We value our home school partnership and the support we receive from you. Communication is vital to the success of this partnership and we hope that you reinforce our behaviour expectations at home.
<i>Who can I talk to if I am worried about my child's behaviour?</i>	We have an open door policy and we are all here to help. If you have any concerns please contact your child's teacher, office staff or Mrs Jackson and we will be happy to help.
<i>What will happen if my child says they are being bullied?</i>	We have a zero tolerance approach regarding bullying of any kind. We teach our children about what bullying is – and isn't – and what it looks like. We treat incidents seriously, quickly and effectively.
<i>What happens if my child displays poor behaviour at school?</i>	<ul style="list-style-type: none">• Staff are trained in managing poor behaviour.• They will respond promptly to disruptions to learning, in order to maintain a calm, safe learning environment and to safeguard all pupils.• If poor behaviour persists, the pupil will be asked to see Mrs Jackson and parents/carers will be contacted.



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British Values and SMSC Quick Read

<i>What are British Values, and why are they important in our school?</i>	British Values include democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. They are important because they help prepare our children to be responsible citizens who respect diversity and contribute positively to society, aligning closely with our Christian values.
<i>How does Crayke CE Primary School promote British Values?</i>	We embed British Values through our curriculum, assemblies, and daily school life. For example, children learn about democracy through pupil leadership opportunities and voting. Respect and tolerance are fostered through our inclusive community and the celebration of different cultures and faiths, especially during our "Year of the Festivals."
<i>What is SMSC development, and how does it relate to our school vision?</i>	SMSC stands for Spiritual, Moral, Social, and Cultural development. It supports our vision to grow compassionate, confident, and resilient learners by nurturing their whole person—spiritually, morally, socially, and culturally—within a Christian framework.
<i>How is SMSC delivered at Crayke CE Primary School?</i>	SMSC is delivered through a broad curriculum, Collective Worship, outdoor learning, and special initiatives like pupil leadership and the OPAL outdoor programme. It is closely linked to our Christian values of Respect, Friendship, Forgiveness, and Determination.
<i>How do we ensure SMSC and British Values are effective and impactful?</i>	We regularly review our curriculum and school activities to ensure SMSC and British Values are embedded and visible. We listen to pupil voice, engage parents and carers and provide staff training to maintain a strong, values-driven school culture.
<i>How do British Values and SMSC support children with additional needs?</i>	We ensure inclusion by adapting our approaches to meet the needs of all children, including those with SEND and EHC plans. Our values promote respect and understanding, helping all children feel valued and supported.



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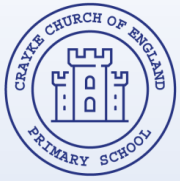
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Collective Worship Quick Read

<i>Why is Collective Worship important at Crayke?</i>	Collective Worship is a vital part of school life, providing our school family with daily opportunities to come together, reflect and grow spiritually aligned with our Christian vision: "Follow your pathway and we grow together with confidence." It nurtures compassionate, confident, and resilient learners living out our core values.
<i>What forms does Collective Worship take?</i>	Worship is rich and varied, including: <ul style="list-style-type: none">• Exploring Bible stories and teachings• Reflecting on the fruits of the Spirit (Roots and Fruits)• Singing and music to celebrate faith• Achievement Worship to celebrate pupil successes• Visits from groups like Open the Book to bring Bible stories alive
<i>Who leads the Collective Worship?</i>	Worship is led by teachers, visiting guests such as Reverend Katie, and importantly, by pupil Worship Leaders. This empowers children to take an active, confident role in leading worship.
<i>How inclusive is the worship?</i>	Worship is inclusive and invitational, encouraging everyone—children, staff, visitors—to explore, question, and share perspectives. This fosters a respectful, supportive environment where every voice is valued.
<i>How does the school connect worship with families?</i>	Home School Values activities are shared each half term, offering families ways to discuss worship themes, share wisdom, and participate in challenges that reinforce the school's vision and values.



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Curriculum Quick Read

<i>How is our curriculum designed and developed?</i>	<ul style="list-style-type: none">• Our curriculum is broad, balanced, and carefully sequenced to inspire all children to succeed and achieve good outcomes.• It is regularly reviewed and refined by senior leaders and subject leaders, incorporating feedback from staff to ensure it meets the needs of all learners.• We embed our Christian vision and values throughout the curriculum, ensuring it supports the development of compassionate, confident, and resilient learners.
<i>How do we ensure the curriculum meets the needs of children with special educational needs and/or disabilities (SEND)?</i>	<ul style="list-style-type: none">• We tailor learning to individual needs, ensuring accessibility and progression for all children.• Teaching Assistants are effectively deployed to support independence and deliver high-quality interventions.• Our behaviour policy supports children with additional needs, fostering inclusion and respect
<i>How do we incorporate outdoor learning and personal development?</i>	<ul style="list-style-type: none">• We are implementing the OPAL programme to expand outdoor learning opportunities, enhancing engagement and learning outcomes.• Our personal development curriculum includes initiatives on nutrition, physical activity, mental well-being, and pupil leadership, reflecting our commitment to holistic child growth.
<i>How does the curriculum promote spiritual, moral, social, and cultural (SMSC) development?</i>	<ul style="list-style-type: none">• SMSC is well-developed with clear links to our Christian values.• This year is the "Year of the Festivals" aiming to deepen children's cultural understanding and participation.• Pupil leadership in Collective Worship is encouraged to foster spiritual growth.
<i>How do we ensure curriculum quality and progression?</i>	<ul style="list-style-type: none">• We use assessment effectively to monitor children's progress and adapt teaching accordingly.• Subject leaders receive ongoing training to develop their expertise and support colleagues.• Curriculum planning is informed by national expectations and local context, ensuring challenge and coherence.
<i>How do we support early years children in their transition and learning?</i>	<ul style="list-style-type: none">• We work closely with families and feeder settings to ensure children are school-ready as quickly as possible.• Parent/carer involvement in early education is strengthened to enhance outcomes.• We are trialling the White Rose Reception Jigsaws to improve early mathematical understanding.
<i>How do governors stay informed about curriculum development and impact?</i>	<ul style="list-style-type: none">• Governors receive regular updates from senior leaders and subject leaders.• They engage in curriculum-focused discussions and visits to observe learning and teaching.• Governors review progress against school improvement priorities and OFSTED framework standards.



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SEND Quick Read

What is our vision for children with SEND?	Our vision for ALL children, including those with SEND, is to “Follow your pathway and we grow together with confidence.” It is our intention that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools need to become independent, inquisitive learners, both in and out of the classroom.
How do we do this?	<p>All SEND pupils have access to a breadth of curriculum. All SEND pupils access quality first teaching, scaffolded to meet their needs, from teachers and TAs, to ensure they are fully immersed in learning along with their peers.</p> <p>Pupils with SEND may receive pre- and post-learning support to reinforce and embed new learning. This is revisited regularly to secure their understanding. Questioning in lessons is used to strengthen and clarify key skills.</p> <p>All pupils with SEND work in an environment where their contributions are valued and acknowledged. Where necessary, they are supported to express their thoughts and views. All SEND pupils have access to extra-curricular activities, to enhance an ambitious curriculum.</p> <p>SEND pupils may access interventions to target key areas for development (for example: social skills, phonics and reading programmes) These interventions promote and develop the skills SEND pupils need to access a full curriculum.</p> <p>Where required, SEND pupils access additional adult support to ensure they access the full curriculum. This ensures the reiteration of information, provides alternative approaches to the delivery of the content and, where appropriate, allows pupils to work in a low distraction area, for example, our Learning Hub.</p> <p>Our pupils with SEND are continually assessed, both formally and informally, on their needs, strengths and weaknesses in individual curriculum areas. Support, adaptation and resources are implemented in accordance with their needs in specific subjects.</p>
How do we quality assure this?	<ul style="list-style-type: none">- Assessment – ongoing, daily – which impacts and alters the scaffolding for learning – through to termly, for all subject areas.- Pupils who are not making expected progress are highlighted and offered additional support.- SENCO is involved and additional resources to support access to the curriculum may be provided.- Where appropriate, the SENCO may arrange for referral to outside agencies.- When recommended by professionals, the SENCO will seek additional funding to enable pupils to access increased, targeted support across the curriculum.



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Safeguarding Quick Read

What is safeguarding?	Safeguarding means protecting children from harm and ensuring they get the right help at the right time to promote their welfare.
How do we keep children safe?	We have trained staff and clear procedures to identify and act on any signs of abuse or neglect. We work closely with families and external agencies to support children's safety and well-being.
Who should I contact if I have a safeguarding concern about my child?	Please contact our Designated Safeguarding Lead (DSL) Mrs Jackson, or the Deputy Designated Safeguarding Lead (DDSL) Mrs Helfferich. They are always available to discuss concerns and take appropriate action.
What happens if a child is at risk?	Staff act immediately, following our child protection policy. We may refer concerns to children's social care or the police. The child's best interests always come first.
How does the school handle concerns about staff?	Any safeguarding concern or allegation about staff (including volunteers and contractors) is reported to the headteacher. If the concern involves the headteacher, it is reported to the chair of governors or the local authority designated officer (LADO).
What if the concern about a staff member is less serious?	Lower-level concerns are managed according to our low-level concerns policy to ensure transparency and safety.
Can children report concerns themselves?	Yes. We have clear, accessible systems so children can confidently report worries, knowing they will be taken seriously.
How does the school address child-on-child abuse?	We have a zero-tolerance approach to bullying, physical harm, sexual harassment, and online abuse among children. We provide support for victims and take appropriate action with perpetrators.
How are parents and carers involved in safeguarding?	Safeguarding is a partnership. We keep parents and carers informed and welcome your support to help keep children safe.
What if I feel my concern is not being addressed?	If you feel your concerns are not being taken seriously, you can use whistleblowing channels or contact external bodies like the NSPCC Whistleblowing Advice Line on 0800 028 0285. If you have any concerns about a child phone 0300 131 2 131 or visit: www.safeguardingchildren.co.uk

*You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you. John 15:16*

Class News- APPLE

In Apple Class, we have been learning about pairs and matching. We had to find our matching pair of shoes, this was a challenge!

We had our first trip to church, to celebrate Harvest. We joined Beech class in singing 'Dingle Dangle Scarecrow'.

On our return, we started to make our own pumpkin for our display.

We enjoyed watching 'Open the Book'. We look forward to taking on a role in these worships, once we are a little bit bigger.



Mrs Helfferich



Class News - BEECH

We have had a great time investigating in science this week. We have been exploring different materials and their properties. We tested 6 different materials; paper, cardboard, felt, metal, wood and plastic. We carried out 2 different investigations; the first was to find out which would be the most flexible and the second was to find out which was the most absorbent. We did some super predicting and then recorded our results.

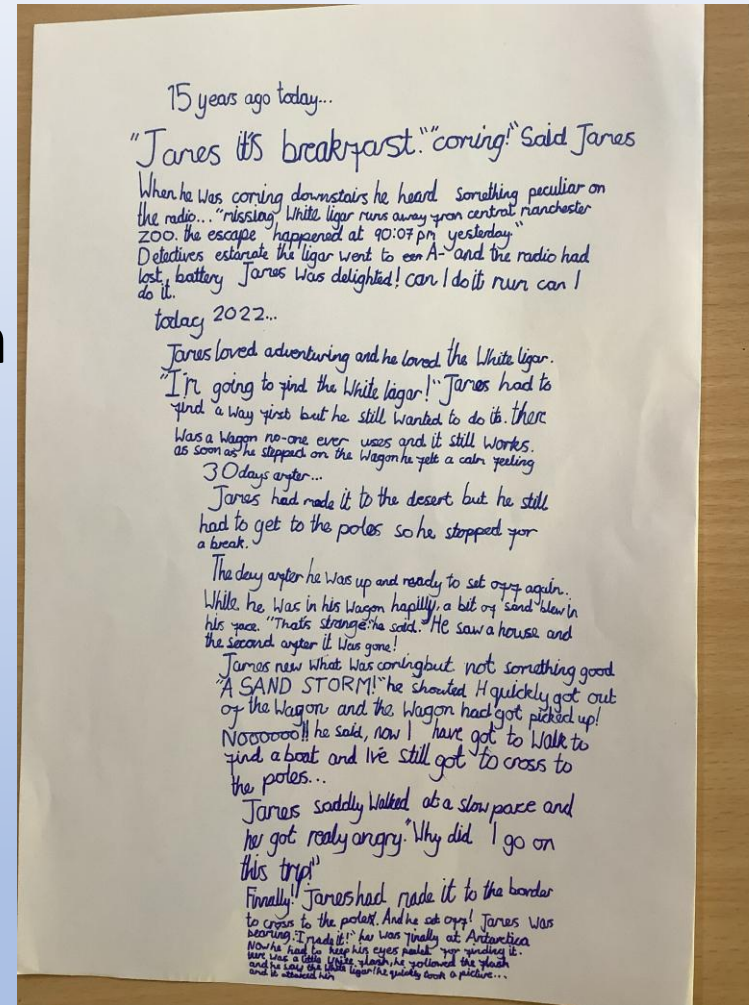
Mrs Dobson



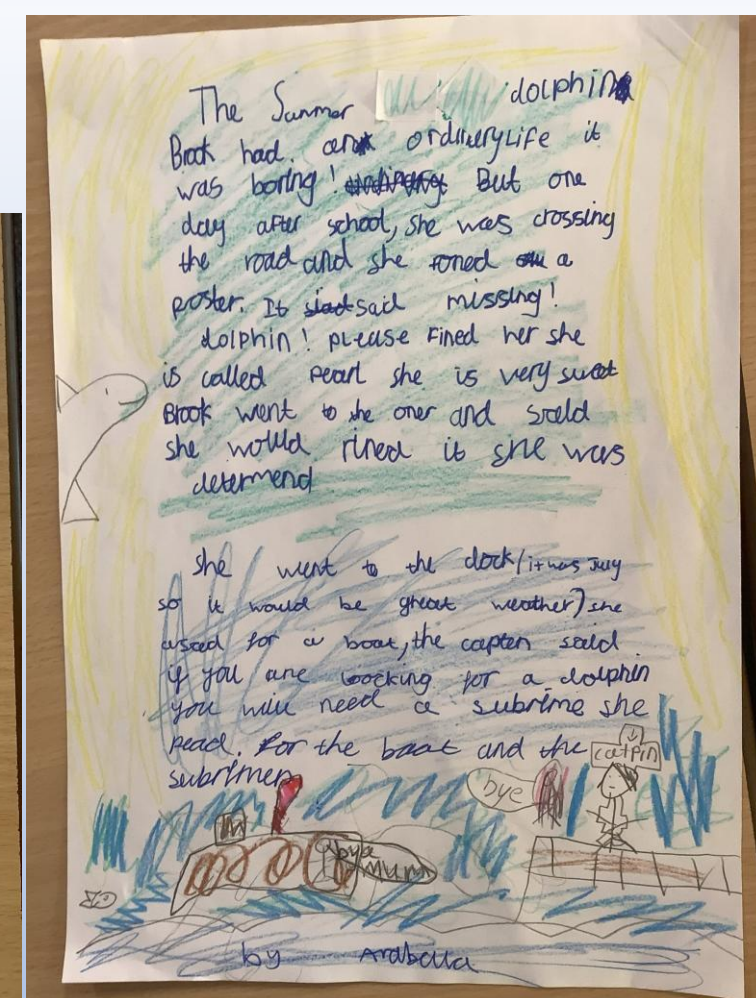
Class News – HOLLY

Holly Class have worked so hard this week to write their own adventure stories. The children have been incredibly focussed on writing their own creative story. They should all be so proud of how hard they have worked! The character and creatures in each story was different, and the children included many of the key writing features we have learned!

Miss Williams



Gem, Year 4



Arabella, Year 4



The Toucan

Lucy accepts the mission to look for a Toucan but as

soon as she could speak a black feather fell from the sky. Could it be the feather from the mystical Toucan that Lucy all ways wanted to find. Lucy was so excited to go back for the Toucan so she got a truck and went off looking for the Toucan.

Lucy finally arrived at the jungle she just knew the Toucan had to be here. She looked for the Toucan now Lucy kept on walking for hours and hours but then she saw a silhouette. It looked like the Toucan but then she finally found the Toucan. It was black and it had a bright yellow beak and bright blue claws. Lucy went back to her town she reported the Toucan is alive and very real and she gave them the picture of the Toucan they couldn't believe it a Toucan found in real life.



William, Year 3

A ~~researcher~~ Lego man adventurer came to ~~the~~ Lego land it was a alien and it disappeared so Lego man wanted to find it. he went into his amazing, colorful. Lego went he ~~like~~ on his computer to get that he got that in time he realized that there was a 100 steps and he had to but no way was there. he went it got like the alien. he went it got there so Lego man hid into the cabinet he took a pitcher of the alien. he escaped from the cubed window he went into his Lego man he got bad to Lego land he shot the pitcher to the alien and the alien never came back they were happy.



by Louie

Louie, Year 3

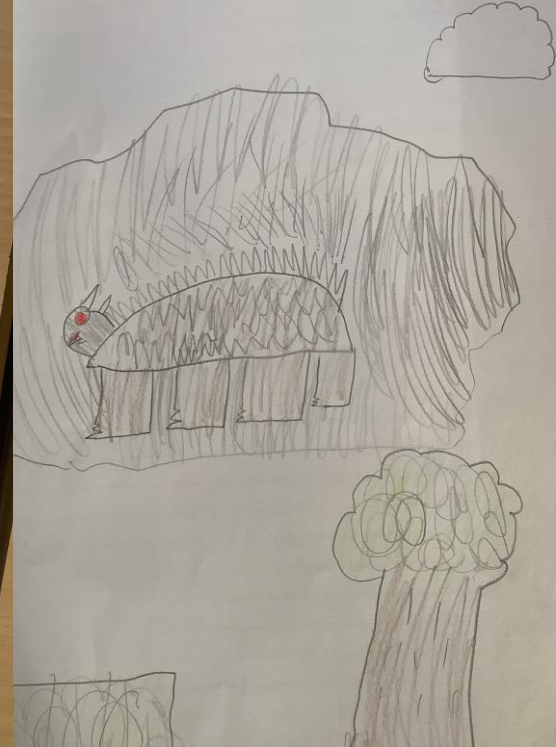
title: menace mission

Once there was a boy called algie he was a brave teenager. His mission was to find the doom demon biggy armadillo. "oh my how am I gonna do it" he was a bit frightened but he knew he could do it.

the next day he set off, he got in his off roader and went. Then he saw a storm. He felt like blue murderers were coming to kill him, he started shivering. 99 minutes later the storm stopped everything was battered around. A tree looked like it was leaning over to get a pingpong ball.

and finally he found a cave. He went in and didn't see anything. Then something and he saw red eye figure. It came closer and algie was about to run, then he turned back around and he saw smoke coming outta his back, was coming algie started to run and the

biggy armadillo came after him and became a friend.



Cameron, Year 3

Class News - OAK

London Trip:

We had a fantastic time visiting London on Thursday! We boarded the train and headed down to the capital where we then hopped on the tube to the British Museum. Here, we explored the Ancient Greek exhibitions and enjoyed sketching the statues. We had time for the children to explore the exhibitions that interested them too as well as looking at Anglo Saxons which is next term's topic.

All the children made us incredibly proud with their respect, listening skills and enthusiasm. Well done everyone.

Thank you also to those who came with us on the trip as we absolutely couldn't have done it without you.

Mrs Seligman and Miss Walker



Extra Curricular Clubs



JIGSAWS

AT CRAYKE C OF E PRIMARY SCHOOL
BEFORE & AFTER SCHOOL CLUB



Our children have enjoyed a busy week of rolling barrels, practising their skills on the monkey bars and making paper aeroplanes.

- planned activities included painting pebbles, sugar fireworks, and playing Quidditch.
- We have finally over the last week completed a 300 piece jigsaw, helped by most of the afterschool club.

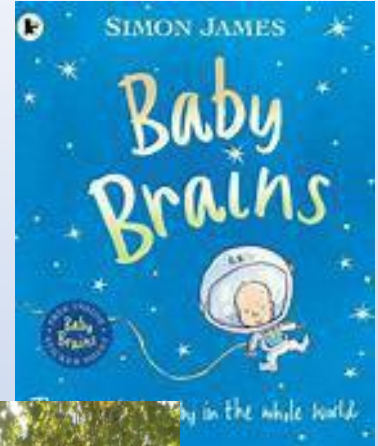


Here is a snapshot of their week!



Recommended Bedtime Reads

Mrs Helfferich recommends 'Baby Brains' By Simon James.



This is one of my all time favourite books. I have read it to numerous Apple Class children, as well as my own.

Grandpa Porter would read this book over and over to my two. He even came into school to read it during a reading open afternoon. I would love to come across a real life baby brains. He looks so sweet!

It is also a great reminder to let children be children, no matter what their ability.

Mrs Helfferich

Fantastic recommendation Mrs Helfferich – I'm sure she would love to hear if you enjoy it too!

Mrs Dobson



Year of the Festivals

– We'd love to hear from you!

As you know, this year in school we are having a special focus on the Year of the Festivals. During the year, we will be learning about celebrations around the world.

We warmly invite all our families to join in this by sharing photos and a short description of any festivals or celebrations your family enjoys. Whether it's a traditional holiday, a cultural event, or a special family occasion, your stories will help us all appreciate the diversity and joy of different customs.

Please send your photos and descriptions via email to headteacher@crayke.n-yorks.sch.uk

We look forward to showcasing your celebrations in our upcoming newsletters!

Upcoming Events

Reception and Year 1 Parents – please join us!

Apple Class - Stay and Play

We would like to give you the opportunity to join us for a “Stay and Play” session from 9am on one of the following dates:

Monday 13 October, Tuesday 14 October, Wednesday 15 October OR Friday 17 October

Please contact Mrs Bacon to book your slot: admin@crayke.n-yorks.sch.uk

Year 1 - Phonics Drop In Sessions

Please book a slot with Mrs Bacon to come into school to see a Year 1 Phonics session in action from 9am on one of the following dates:

~~Thursday 2 October~~, Thursday 23 October OR Tuesday 4 November

Email: admin@crayke.n-yorks.sch.uk

Unchanged
from last week

Awards in School This Week



	Apple	Beech	Holly	Oak
Stars of the Week	Violet	George	Alanna	Wilfred
		Evelyn	Constance	Oak
Gold Awards for Sport	Layton	Elsbeth	Henry	Oliver
Headteacher Awards	Ben		Evangeline	

Team Points

Team	Points
Corrie ten Boom	189
Martin Luther King Jr	156
Mahatma Gandhi	208
Queen Elizabeth II	169

Want to know more
about our House Teams?

See:

<https://craykeschool.org/house-teams/>

Well done Mahatma Gandhi team!



Queen Elizabeth II



Mahatma Gandhi



Corrie ten Boom



Martin Luther King Jr

PE Kits w/c 13 October 2025

	Monday	Tuesday	Wednesday	Thursday	Friday
Apple					Bring PE Kit and Forest School kit
Beech				X	X
Holly	X				X
Oak		X			X

Please ensure that on PE days, the children come to school wearing their hoodies, school jumpers or cardigans alongside white or blue t-shirts and black or navy shorts or jogging bottoms.

On all other days, full uniform should be worn.

Attendance and Punctuality

Last week's attendance figures (w/c 29 September 2025): **95.3%** School Target: **96%**

	Attendance	Punctuality
Apple	95.4%	2 lates (1 child)
Beech	97.3%	0 lates
Holly	94.8%	0 lates
Oak	93.8%	1 late

If you are unsure whether or not to send your child to school, have a look at this website: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Please note we are now reporting attendance data one week behind

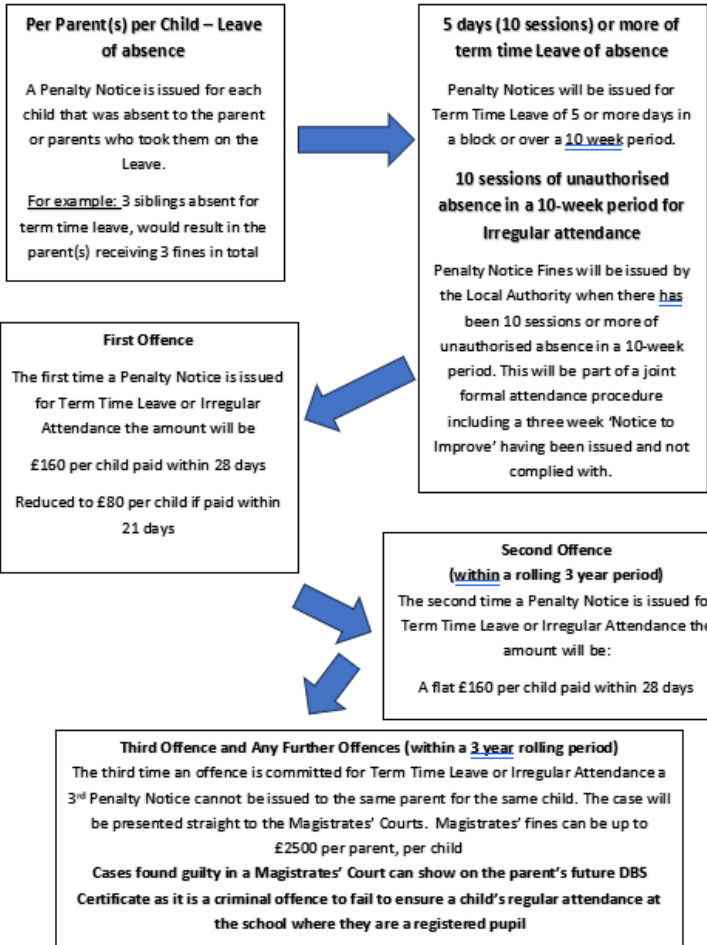


Attendance and Punctuality

New rules around attendance are now in force. Further details are outlined here.

Attendance is Changing

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notices issued after the 19th August 2024



Church News – Harvest Festival

Harvest Festival at St Cuthbert's Church



Sunday October 19th at 5pm is our
Harvest Festival celebration in church.

Do come and join in the thanksgiving,
singing and praises as we thank God for
all he gives to us!

There will be refreshments afterwards
with lots of delicious cake to share as
we catch up and meet new friends.

Any donations will be for Easingwold Foodbank.

Do come, you are most welcome!



Church Schools – Family Service

Family Service @ St Cuthbert's Church



Do come and join us for our

Family Service on Sunday Nov 2nd at 10.30am.

There will be refreshments from 10.15 if you can arrive a little earlier for a chat.

If you haven't been before, do give it a try - it's a short (30mins) informal service.

If you are a regular, do invite a friend to come.

All ages are very welcome to join us and we would love to welcome you!

Date for your Diary: At the **December 7th Family Service** we will be starting Mary & Joseph off on their travels around the village for Advent and they will return to church on **Christmas Eve for the Nativity at 6pm** - do come and find out more of what that is all about!