

# Welcome to



# School Prospectus

2020-2021

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**A copy of this Prospectus can be found on the School Website:  
[www.williamreynoldsprimary.org](http://www.williamreynoldsprimary.org)**



Head Teacher: Miss Julie Marriott  
Chair of Governors: Mrs Jane Tranter

Dear Parent/Carer,

Your child's education is of vital importance to you and to us. William Reynolds Primary School and Nursery is a learning community, working in an atmosphere of care, trust and respect, where staff and children feel nurtured, valued and supported by one another. The school is judged by Ofsted to be Outstanding stating "To be the best that you can be" as an entirely suitable motto for our school.

We provide a wide range of learning opportunities and challenges for all children, whatever their abilities. We want children to value their own achievements, both personal and academic and to celebrate the success of others. We help children to improve their skills and abilities with determination and persistence (just like William Reynolds, a local engineer), and be prepared to work to the best of their abilities both alone and in co-operation with others.

We recognise achievements through our reward systems and deal with all children in a fair and consistent way. Our Behaviour Expectations are clear and the Rewards and Sanctions are discussed and understood by all of the children.

If you wish to admit your child to the school, please speak to the School Administrator at the main office.

Yours sincerely,

Miss Julie Marriott  
Head Teacher

## Who was William Reynolds? William Reynolds (1758-1803)



Our school is named after William Reynolds who was one of the most versatile and talented of all the Shropshire Ironmasters. He was the son of Richard Reynolds and was a partner in the Coalbrookdale Company until 1796 when the Darby-Reynolds partnership was dissolved. As well as iron making, Reynolds' business interests included a china works at Coalport, an alkali works at Wombridge, the Wrockwardine Wood glassworks, and the development of Coalport New Town.

He surveyed the route and oversaw the construction of the Shropshire Canal. The most important innovation in its construction was the use of inclined planes to transport boats from one level of water to another. He also oversaw the manufacture of the world's first cast iron canal aqueduct at Longdon-on-Tern.

His personal interests included; chemistry, botany, geology and mineralogy and he was associated with such men as Erasmus Darwin and Thomas Telford.

As a school we believe that William Reynolds and his works represent the ambition and aspiration we have for our children. Through exploring the "Secrets to Success" we look at the behaviours of successful learners.

## William Reynolds Primary School and Nursery Governing Body 2019/2020

Co-opted Governors	Term of Office
Mrs Jane Tranter (Chair)	June 2022
Mrs Caroline Langham	Sept 2022
Josie Vaughan	Sept 2021
Steve Lill	Sept 2021
<b>Local Education Authority Representatives</b>	
Mr John James	Oct 2020
<b>Head Teacher Governor</b>	
Miss Julie Marriott	
<b>Staff Governors</b>	
Heidi Jones	
<b>Parent Governor</b>	
Rachel Nash	Sept 2022

Governors can be contacted through the School Office.

School attached Advisor: Mrs S Noble

*"Governance is highly effective. Governors are regular visitors to the school. The chair of governors is particularly prominent in supporting and challenging leaders. Governors know the school well and receive regular updates. They have a good understanding of achievement information and can identify the current priorities of school improvement. This knowledge and awareness enables governors to challenge the school about the performance of all pupils, including those who are disadvantaged. Members of the governing body are able to identify their part in school improvement."*

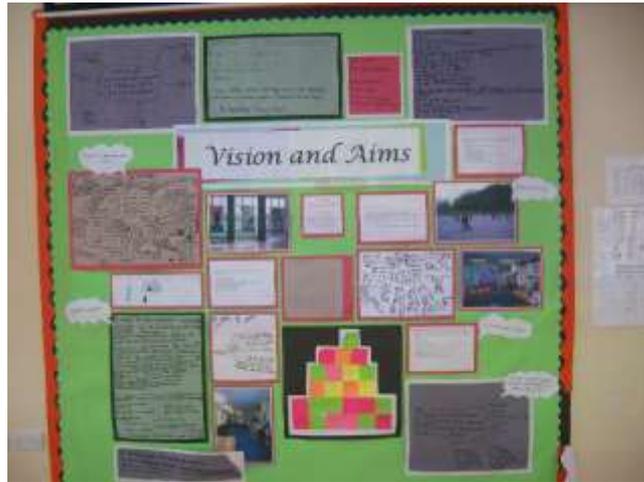
*Ofsted July 2017*

## Staffing for 2019-2020

Head Teacher	Miss Julie Marriott	
Deputy Head Teacher	Mrs Joanne Shephard	
Assistant Head/SENDCo	Mrs Liza-Jane Rawlings	
Teaching Staff	Mrs Diane Murphy	Nursery
	Miss Lisa Lloyd	Reception
	Mrs Sarah Dent	Reception
	Miss Louise Coomber/Miss Leanne Burrows	Year 1
	Mrs Jones	Year 1
	Miss Lucy Chadwick/ Mrs Julie Wilson	Year 2
	Mr Matthew Perry	Year 2
	Miss Charlotte Horne	Year 3
	Miss Phoebe Weaver	Year 3
	Miss Emma Shankland	Year 4
	Mr James Tagg	Year 4
	Mrs Ruth Angeloff	Year 5
	Mrs Christina Peters	Year 5
	Mrs Caroline Langham	Year 6
	Mrs Wendy Bowen	Year 6
Higher Level Teaching Assistants	Mrs Karen Smart Mrs Eileen Copeland Ms Tracy Houlders Mr Alex Bridgwater	
School Business Manager	Mrs Jane Waters	
Administrator	Mrs Kimberley Ray	
Assistant Administrator	Mrs Joanne Mabbott	

## Vision and Values

"To be the best we can be"



### Our School Vision for citizenship now and in the future

We believe that children's wellbeing is at the centre of our life in school and the key to raising academic success. This is supported by high expectations for every child and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents as an extension to family life. We care about the whole person.

We believe that we make a difference by creating a safe, healthy and stimulating environment of quality provision where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on a real goal, do not give up and work hard to overcome obstacles.

Above all, we aim to develop positive, confident, reflective children who

- take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think creatively and independently in order to have aspirations for the future
- are proud to be part of a diverse British society

## Our shared values

**Respect** - for self, each other and the communities we live in

**Honesty** - in our thoughts, words and actions

**Reflection** - to understand ourselves, each other, to learn and develop

**Co-operation** - that learning and working together are social experiences

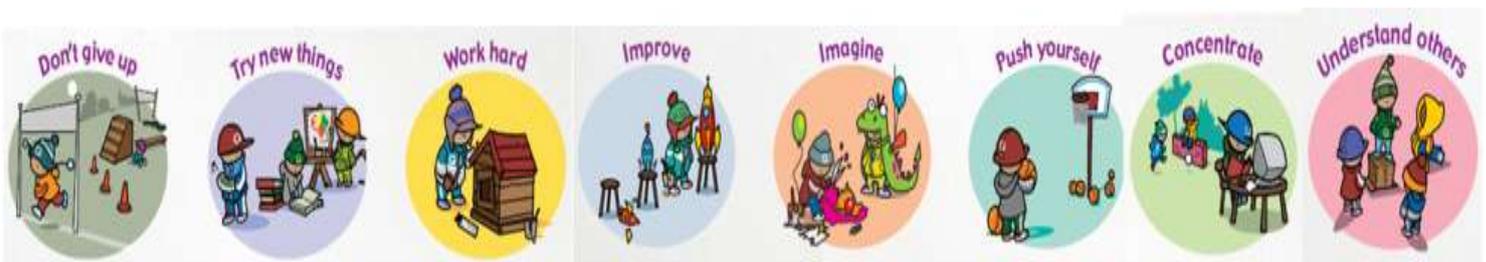
**Resilience** - the strength to overcome challenges and grow strong

**Patience** - knowing that some goals will take some time to achieve

These values mean that children and adults work actively in partnership to enable all members of our school community to realise their potential to enhance their own lives and the lives of others

*'This school is really good' and 'they make you welcome' were comments made by pupils when describing why they were proud of the school. Pupils were enthused by the opportunities they have to influence the school's future direction. For example, school councillors were proud to explain how pupils had helped shape the vision for the school and the resulting 'five golden rules'.*

*Ofsted July 2017*





## **An introduction to William Reynolds Primary School and Nursery**

William Reynolds Primary School serves the Woodside area. The area is undergoing substantial changes with the building of a range of privately owned and priority housing. We are just up the hill from the famous Ironbridge Gorge, home of the world's first iron bridge. The school takes its name from the local engineer and philanthropist, William Reynolds.

We currently have 470 pupils aged from 3 to 11 years old.

There are 14 class bases and a Nursery unit. There are 2 parallel class bases in each year group. The school has an accredited Nurture group.

There are large extensive grounds that consist of 2 playgrounds, with adventure play areas and an outdoor Foundation Stage area. There is a physical and imaginative play area, as well as a quiet and seating area and 2 Eco gardens. We have ideal grounds ready for development as outdoor learning tools. We are continuing to develop our own Forest School area.

As a school, we are working hard to provide a curriculum matched to the needs, interests and abilities of every child, in an atmosphere of trust, friendship and mutual respect in an environment that is attractive, stimulating and supportive of learning. This means the curriculum is under constant review in line with the changing interests of the pupils, the strengths of the staff and, of course, national developments!

We aim for quality in all we do, and are focussed on those skills and attitudes as well as the knowledge and understanding as a basis for life-long learning in a fast changing world. In order to achieve this, we seek to actively engage the support of parents to sustain this.

## Our School

### The School Structure

There are three phases within the school - starting with our youngest children, aged 3 to 5 years in the Early Years and Foundation Stage (nursery and reception). The second phase is Key Stage 1 (commonly known as the infants); this is for children aged 5 to 7 years. The third phase is Key Stage 2 (commonly known as the juniors); this is for children aged 7 to 11 years old.

### Timings

8.00 - 8.45am	Before school club
8.35 a.m.	Member of Staff on duty in both playgrounds
8.45 a.m.	Doors are opened by members of staff for pupils to be welcomed into the school and settle to their morning work
9.00 a.m.	Registration
9.00 a.m.	Outer doors are closed - any late arrivals then report to the main reception door and sign in. Lessons begin.
10.45 - 11.00 a.m.	Playtime
10.15 - 10.30 a.m.	Playtime - lower KS2
12.00 - 1.00 p.m.	Reception and Year 1 lunchtime
12.30 - 1.30 p.m.	Year 2 and KS2 lunchtime.
3.15 p.m.	End of the school day.
3.15 p.m.	After school clubs (these vary from term to term)

### Before School Club

We run a before school club each morning to support parents and children. This is £1.00 per child per session. Each child receives a healthy snack and a drink. A range of activities are planned for each morning.

### Arriving in school

Pupils should arrive in school no earlier than 8.35 a.m. At 8.35 a.m. a member of staff will be on duty on the playground. Once pupils are on the school premises, they should remain there to ensure their safety. All pupils enter via the appropriate door from the playground. These doors will then be closed at 9.00 a.m. to ensure pupil safety.



### **Late Arrivals**

Pupils who arrive once the doors are closed should enter school via the main reception area and report to the office. When pupils arrive after 9.00a.m they will be asked to sign in using the signing in screen.

### **Leaving School Early**

Pupils cannot leave school early unless this has been agreed by letter or verbally between parents or carers and a member of the Senior Leadership Team. With this in mind **unplanned requests** for children to be released between 3.00 and 3.15 pm. will not be sanctioned. These requests take the school administrator away from the front desk at an important time as well as pupils missing out important letters or teacher reminders at the end of the day.

Any pupil who needs to leave school early should wait in the main reception area until they are collected. They will need to be signed out using the on-screen system.

### **Ending the School Day**

It is expected that all pupils in Foundation Stage and Key Stage 1 will be brought to and from school by parents or a responsible adult. No pupil will be allowed to go home with another child under 16 years of age without formal written permission being received from parents/carers.

At the end of the school day all pupils should make sure that they have everything that they need before the teacher dismisses them.

There is a range of after school activities led by school staff and other professionals. The programme changes from term to term and includes various sporting activities, film club, gifted and talented sessions, homework club, computer club and choir. Parents are asked to inform us about the collection of children at the end of these clubs.

## **Appointments with Teachers**

Any parent who wishes to have a discussion with a class teacher should make an appointment for the end of the school day. The beginning of the day is not the best time to engage in lengthy discussions, as the lesson time is starting and the teacher needs to attend to the whole class.

Staff meetings are held on a Wednesday after school and so teachers are not available on this evening.

## **Home/School Diary**

Pupils are given a free book bag in Reception, when they join us from another school. These book bags are for sale throughout the year. The Home/School diary goes home each day in the book bag. The diary contains information about P.E. Kit and your child's targets for Literacy, Mathematics and Science.

The diary contains spelling practice, mathematics homework and a weekly reading log. Parents are invited to add supportive comments related to these tasks. Your child will bring home a book to read each evening and we ask that parents sign and comment on the reading log to show that they have listened to their child read.

The children are given homework on a regular basis and the expectation is that they will complete the homework and hand it in on time on a Friday.

## **Reporting to Parents**

We have Parent Consultation days in the Autumn and Spring Term and parents will receive a detailed written report on their child's progress at the end of the Summer Term.

We often run surveys about your opinions at this time, though of course we welcome comments at any time.

If you wish to come in at any other time to discuss your child's progress, please contact school to make an appointment.

## **Security**

All external doors are secured at 9.00 a.m. for the security of pupils and staff. The side gate to the playground is locked just after 9.00 a.m. and unlocked at 3.10 p.m. to welcome in parents to collect their children.

All Staff and Governors wear a photograph identification badge to state their name and role in school.

Visitors to the school will only be admitted via the main reception. All visitors are asked to sign in on the on-screen system and are given a Photographic Visitors Badge which they are asked to wear at all times around the building.

The Governors and staff work hard to safeguard pupils. Buildings and grounds are kept as safe and secure as is possible. The Governing Body recognises that effective security arrangements depend upon regularly updated risk assessments.

## **School Meals**

Our kitchen provides excellent meals planned to give a balanced healthy diet. Through a controlled cafeteria system, children are encouraged to eat well and to think about what they eat. If there are particular dietary needs please let us know.

The cost of a mid-day meal is currently £2.35 this is payable on ParentPay. Please see the school office for passwords and set up instructions



Even though school meals are free for pupils in Reception and Key Stage 1, we ask that parents register their child for Free School Meals if they are eligible as this provides school with additional funding to support learning. Application forms are available from the school office or by contacting Telford & Wrekin Council, Free school Meals Administrator on 01952 383983. To be entitled to free school meals you should have a total gross yearly income of less than £16190, be in receipt of Income Support or Jobseekers Allowance or Income Related Employment Support Allowance or Guaranteed Pension Credit or Child Tax Credit but not Working Tax Credits. This information is treated in confidence.

You may wish to provide your child with a packed lunch. This meal will be taken in the dining hall with other children. Please make sure that lunch boxes are named and drinks are sent in non-breakable containers.

Parents and carers are invited in to join us for lunch at least once a term.

## **Morning Break Time**

At playtime pupils in Foundation Stage and Key Stage 1 are offered fruit as part of the Government Free Fruit Scheme. Pupils in Key Stage 2 may bring a piece of fruit to school to eat at morning break time. This is in line with our Schools for Health initiative. The fruit is stored for the children until break time, when they can collect it and take it out on the playground with them.



## **Drinking Water**

As a school we have a system which allows children more access to water. Each pupil who joins our school is given their first plastic bottle for water free of charge. School water bottles can be purchased from the main office.



## **The Curriculum**

The curriculum maps for each year group and agreed policies can be viewed on the school website. These are reviewed on a regular basis.

## Foundation Stage

Pupils in Nursery and Reception work together in the Foundation Stage Unit. At William Reynolds Primary School and Nursery the four EYFS key themes and commitments.

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

are central to us creating a Foundation Stage that starts with the child, supports and develops the role of parents, offers a high-quality environment and provides children with exciting contexts for their learning. We believe in encouraging children to be curious, to play and explore, actively engage in their learning and develop skills of creativity and critical thinking.

There is a balance between child and adult led experiences. Teachers plan experiences within meaningful contexts for learning both inside the classroom and outdoors.

## The Primary Years

The children at our school follow the National Curriculum, which consists of the following subjects:

Core Subjects	English Mathematics Science
Foundation Subjects	Computing History Geography Art Music Physical Education (PE) Design Technology Modern Foreign Language (French)
Religious Education	All schools must provide this under the Education Act 1996

Owl Man visiting children in Foundation Stage.



As a school we plan to link subject areas together to match the needs of our pupils and to give real contexts for learning so that pupils can use and apply the skills they have learnt. Pupils are supported in developing their spiritual, moral, social and cultural awareness through all these subject areas. The framework for these specific links can be viewed on the school website.

The curriculum is also enhanced through a range of out of school visits and visitors into school. Pupils will be taught as a whole class, in groups, or with some individual teaching related to individual targets.

***"Leaders and staff provide a curriculum that is broad, balanced and interesting, and suited to the needs of the local community. Leaders' meticulous planning of the curriculum also ensures that provision for pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are taught about a wide range of faiths and cultures and this helps them to develop a high level of acceptance and understanding about diversity within the community."***

***Ofsted July 2017***



## Literacy

The "Letters and Sounds" phonics programme is followed from Nursery through into Years 3 and 4. This programme supports children in developing their reading and spelling skills. More detailed information about reading is on our website.

Quality texts are planned for each term in each year group.

In each class base there is a range of 'colour-coded' books, which pupils can choose from and take home. **We ask that parents read with their children each evening.** This will really support your child and makes a big difference to their reading ability and understanding.

Reading at home is also supported through the online reading Bug Club. Each pupil has their own log-in for this programme.



The Christopher Jarman Handwriting Scheme is used throughout the school. There is a taught handwriting session once a week with opportunities for children to practice a new skill.

## Mathematics

Pupils are given opportunities to develop skills and strategies in computation, mental calculation and problem solving. School has an agreed Calculation Scheme of Work to ensure there is a consistent way of working throughout the school. Pupils can access an online mathematics programme at home. Each pupil has their own log-in for this programme. As a school we are working hard to ensure children have the opportunities to develop their reasoning skills - to be able to explain, justify and convince with their answers.

*"Pupils make outstanding progress in English and mathematics, although there were occasions when some pupils' progress was slowed slightly because they were not able to work more independently to move their own learning forward. Leaders' excellent medium-term planning ensures that outcomes for pupils in English, mathematics and science are stronger than in other subjects, and there is now scope for leaders to develop more opportunities for pupils to work at more depth in subjects such as history and geography."*

*Ofsted July 2017*

## **Science**

At William Reynolds Primary School and Nursery we believe that teaching and learning in Science should stimulate and excite children's curiosity about the world around them. It provides first hand experiences and support for children to develop enquiring minds, learning how to question and discuss science through collaboration. Starting from the views already held, children are given the opportunity to have their views challenged, to change their views and ultimately improve their understanding. A planned range of practical experiences set in meaningful contexts helps to develop a range of investigative skills and allows children to take risks and learn from their mistakes, developing them into independent learners.

## **Assessing Pupil progress**

**National tests and assessments** set by the Government to compare children's achievement from school to school.

- Assessing a " Good Level of Development" at the end of Reception
- Y1 and Y2 phonic screening test
- Y2 end of Key Stage 1 assessments
- Y4 Multiplication Screening
- Y6 end of Key Stage 2 tests and assessments

We have developed our own school assessment system for assessing pupil progress in all curriculum subject areas.

There are clear expectations, for each subject, for pupils to achieve in order to reach the 'National Standard' for their year group. Teachers assess pupils using the methods above to ensure that children are making good progress in reaching these standards. National curriculum grids are used to track pupils' progress using a sample set of pupils in each class.

## **Computing**

These are exciting and changing times and ICT will be a powerful influence on children's lives.

The use of technology is an integral part of our curriculum and provides children with the technological skills they will need to live in our modern world. At William Reynolds Primary School we use computing skills across all curriculum areas this involves using the internet to look at sources of information. This is done in as safe a way as possible, using search engines that are appropriate for children and under adult supervision. Part of our Computing curriculum is E-awareness and this provides children with the knowledge of how to keep safe when using the internet. **Parents are requested to read and sign this document before their child can access the internet.**

## **Foundation Subjects**

The foundation subjects are planned with clear links to literacy and mathematics as well as with other Foundation subjects.

### **Music 2 the 4**

As a school we subscribe to Music 2 the 4 on an annual basis. This is a Key Stage 2 music programme that brings specialist teachers into school to develop wider opportunities for children. **(All children in year three)**

The children get the opportunity to try the following:

- Samba drumming tuition
- Singing activities
- Music technology sessions
- Ukulele sessions
- Recorder sessions
- Instrumental demonstration sessions such as woodwind and strings

### **Simply Music Year 1**

Simply Music is a 20 week enrichment programme (September to July) of whole class teaching delivered in weekly one hour session during school time. Simply Music is made up of the following four modules:-

- Singing with the Musical Monsters
- Music Technology with Simply Music for KS1
- Percussion from around the World - Africa, India and Brazil.
- Recorders for KS1

## Religious Education



At William Reynolds Primary School and Nursery, Religious Education (RE) makes a distinctive contribution to the school curriculum. RE develops learners' knowledge and understanding of and their ability to respond to, Christianity, other principal world religions and world views. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs and traditions and their influence on individuals, societies, communities and cultures. Through RE we also encourage pupils to consider challenging questions of meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. Children are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. We believe that RE provides an opportunity to celebrate and develop awareness of differences within our school and the wider world.

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school. Parents can request the RE policy so that they are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching. This can be reviewed each year, in discussion with the parents.

## **Assemblies**

Children are involved in a daily act of Collective Worship either as a class, year group or whole school. We aim to help our children achieve a knowledge and understanding of different beliefs and practices and respect the right of other people to hold beliefs different from their own.

Our assemblies are planned around three global themes. These are updated on an annual basis.

This year they were,

*Autumn term - Healthy Body: Healthy Mind*

*Spring term - Innovations and Interventions*

*Summer term - Preserving Planet Earth*

Assemblies will be held daily, as required in the Education Act 1988, with a view to:-

- (a) bringing the children together to enable them to experience the security of belonging to a community with an identity of its own
- (b) sharing together the teachings of religions, through stories, drama, etc
- (c) experiencing festivals such as Christmas, Diwali, Chinese New Year, etc. and to become aware of their significance
- (d) affording the opportunity for sharing and appreciating experiences
- (e) awakening aesthetic awareness - e.g. art and music
- (f) promoting awareness of human and moral issues and discuss possible responses
- (g) encouraging recognition and understanding of school ideals of caring, sharing, etc
- (h) promoting Social and Emotional Aspects of Learning through stories and whole school initiatives

## **Personal, Social and Health Education and Citizenship**

### **Preparing children for life in modern Britain**

PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. During their time in our school pupils learn about themselves as growing and changing individuals with their own experiences and ideas and as members of their own communities.



Pupils in school learn about the 5 key British Values and are encouraged to use these values in their everyday lives.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

## **Relationships and Sex Education**

Part of our PSHE programme involves teaching the children about Relationships and Sex using the "Living and Growing" set of programmes. This is an important part of the curriculum that helps to develop the children's abilities to make responsible decisions and understand the changes and challenges which happen as they grow up.

We recognise that "Parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings" (DfE Circular 7/2000).

Our approach to Relationships and Sex Education in school is complementary and supportive to the role of parents. Parents are entitled to withdraw their children from these lessons by prior arrangement with the Head Teacher. (Please note withdrawal is from all or part of the Relationships and Sex Education but not from the teaching of the biological aspects of human growth and reproduction which form part of the Science National Curriculum.)

## **Forest School**

Forest School is an innovative educational approach to outdoor play and learning. The philosophy of Forest School is to encourage and inspire individuals of any age through positive outdoor experiences. We currently run Forest School sessions in the Foundation Stage led by a suitably trained member of staff. An area within the school grounds has been developed as our Forest School area.

Children have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others.



### **Action Fun Club**

Every morning from 8.50 am a group of about 15 to 20 children meet in the school hall. This group works with 2 adults to develop their coordination and communication skills. A range of exercises and circle time activities are planned. Children are invited to join this group after discussions with parents and other professionals.

*"Leaders ensure that pupils are taught how to keep safe in a wide range of situations. Pupils were also able to explain how school assemblies help them to keep safe with regard to road safety, bikeability and internet safety. 'Think before you click' supports their safety in computing, and pupils were clear that you 'do not show your face' if sharing photographs online."*

*Ofsted July 2017*

### **Sparklers (Nurture Group)**

Most pupils start school with assumptions based on early experiences at home, about their capacity to enjoy learning; they are willing to try something new and can learn from their mistakes. They have developed expectations about how adults will behave: whether they will be helpful and interested or disapproving and easily angered. Most children therefore enjoy the challenge of school and will be supported at home if difficulties arise.

However, in some classes there are pupils who arrive in school without having the necessary positive early experiences. This could be for very many different reasons depending on their personal situation. For them, the complex activities and bustle of a large class can be overwhelming; they could be unable to listen or take in what the teacher says; they could be easily distracted and quickly feel defeated. Some withdraw; others express their frustration by aggressive or impulsive behaviour more typical of a toddler.

**Quality Mark Award** – Through the work that we do in school in conjunction with “The Nurture Group Network” we have achieved; The Majorie Boxall Quality Mark Award. This award recognises the work of nurture groups and is an accreditation scheme for excellence in nurturing.

The QMA is a real honour for the school and is reflected not only in the hard work of the pupils but the dedication of the staff, and provided a hard evidential base for the often quoted statement that **nurture works**.

For more information about Sparklers speak to Mrs Rawlings our school SENDCo.



## **Equal Opportunities**

We are an equal opportunities school. It is a part of our school's role to ensure that every child has equality of opportunity within our school community. This cannot be left to chance and, as the teacher is the greatest single influence on the child outside the home, we are always mindful of “Education for all”.

We encourage children to develop a confident approach to learning, have a good self-image, and to be able to adapt to new challenges. The school's beliefs, attitudes and expectations are major influences on the development of this.

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

We ensure that all children have equal treatment in relation to rewards and sanctions, standards of work, assessment and expectations of behaviour.



Children are invited to our Mad Hatters tea party to celebrate their successes.

### **School Council**

The children in each base elect two School Council representatives on an annual basis. A boy and girl are elected from each base.

School Council Meetings are held in school on a regular basis. Each meeting has a clear Agenda and Minutes which are kept by the council.

### **Children Wellbeing Champions**

A number of pupils have been identified by staff to form our Wellbeing Champions Board. This group of pupils have worked with adults and pupils in school to identify issues linked to health, safety and safeguarding. These children are clearly identified by wearing yellow t-shirts.

This year the board have been working on;

- Leading a range of assemblies to keep pupils safe online

*"Pupils understand British values clearly, such as the respect of law and democracy. They could relate these ideals to real life and identify examples in the life of school, such as the way in which school councillors were elected. Pupils value respect for each other and they can explain about other faiths knowledgeably."*

*Ofsted July 2017*

## Special Educational Needs and Children with Disabilities

**"A pupil has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. "**

*Government definition*

The school is proud of its reputation for inclusion.

**"The school is highly inclusive and welcomes families who move into the immediate locality. There has been a sharp increase in pupils who have special educational needs and/or disabilities attending the school over the last twelve months. Leaders have ensured that these pupils are well supported as quickly as possible. Leaders' proactive work with agencies and the local authority results in outstanding provision for the pupils. Leaders ensure effective spending of additional funding for the pupils who have special educational needs and/or disabilities."**

***Ofsted July 2017***

The Governors aim to give all children equal access to a broad and balanced curriculum and make provision accordingly. Pupils may be taught individually or in small groups to meet specific needs.

When a pupil is identified as having a special educational need, teachers respond to their requirements and provide help by using different teaching strategies, providing special resources or ensuring that the child has support from a Teaching Assistant. This is carefully planned for when the teachers are preparing their lessons.

Pupils may experience learning difficulties at some stage of their school life. Some pupils continue to have a special educational need throughout their school life. All members of staff have shared responsibility for identifying and assessing the needs of the children in our school. They also have responsibility for writing Assess, Plan, Do, Review that outline targets and strategies for individual children. These are reviewed termly with the support of our Special Educational Needs and Disabilities Co-ordinator, Mrs. Rawlings (SENDCo). Copies of these plans are sent to parents and discussed at Parent/Teacher Consultation Meetings.

We work closely with the LA Support Services and our attached Learning Support Advisory Teacher.

We make special provision for children who have an Educational Health Care Plan (EHCP) by ensuring that they receive focused support in the class and that their plan is reviewed regularly to monitor their progress. Parents and pupils are involved in this process.

## **Access for all children**

An Equalities Plan (including guidance from the Disability Discrimination Act 1995) has been drawn together by Staff and Governors to improve access to the school by pupils with disabilities.



## **Able, Gifted and Talented**

At William Reynolds Primary School, we promote high achievement. Some pupils are more able in certain aspects of the curriculum and we aim to identify pupils' strengths and talents and to work with them to challenge and develop their skills and then use these skills across all areas of the curriculum as part of the **Mastery** element of the curriculum.

We regularly send children to events and experiences that will enhance their interests and abilities.

## **Child Protection (Safeguarding)**

The school's Safeguarding Policy is to make all within the school feel safe and to have clear roles and responsibilities in place for that to happen.

The school's duty of care will be in line with Government Legislation and Local Telford & Wrekin Safeguarding Children Board (TWSCB) Procedures.

The protection of children is the responsibility of everyone. Primary responsibility for the care and protection of children rests with parents, but a range of services is available to help them in this task. Many referrals to agencies are made by parents seeking help for themselves. Relatives, friends and neighbours may also directly, or encourage families to, seek help or alert statutory authorities to children about whom they are concerned. All agencies with staff that are in direct contact with children and families must be involved.

Parents should be aware that the school will take any reasonable action to ensure the safety of children. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative but to follow the LA Child Protection Procedures and inform Family Connect of any concerns.

If you have any concerns regarding safeguarding please contact one of the Designated Safeguarding Leads

They are:

Miss Julie Marriott (Head Teacher)  
Mrs Joanne Shephard (Deputy Head)  
Mrs Liza-Jane Rawlings (Assistant Head)  
Mrs Ruth Angeloff (KS2 Phase leader)  
Mrs Wendy Bowen (Teacher)

Mrs Jane Tranter (Governor with responsibility for Child Protection)

If your concern is about the Head Teacher please contact any other Safeguarding lead.

***"The arrangements for safeguarding are effective. Safeguarding procedures are robust and fit for purpose. Leaders, staff and governors ensure that there is a culture that keeps children safe. Risk assessments are detailed and comprehensive."***

***Ofsted July 2017***



# Communication

Attendance Policy  
Admissions Arrangements  
Uniform  
Additional Information  
Medical Information

## **Attendance Policy**

*It is a legal requirement that all parents/carers ensure that their children attend school regularly.* They should also ensure that they arrive on time, correctly dressed and in a condition to learn. It is only the Head Teacher, within the context of the law, who can approve any absence.

### **Reporting Absences**

It is the parent's/carer's responsibility to inform the school of their child's unexpected absence as soon as possible. Please telephone school on the first day of absence. If your child is ill, the school should be notified of the nature of the illness and when your child is expected to be able to return to school.

Please note that if we have not been contacted by parents/carers, it is the School Policy for school to contact parents/carers to enquire about your child's absence.

### **Holidays in term time**

It is our policy not to authorise holiday for children during term time unless there are exceptional circumstances. If this is not agreed with the Head Teacher the absence will be recorded as an unauthorised absence which may be subject to a Penalty Notice fine of £60.00 per child/per parent. This action would be taken by The Early Intervention Officer on behalf of the Local Authority.

Consistent high attendance at school is crucial to giving your child the best chance of success

### **Other Absences**

Permission may be given for a child to attend a medical or dental appointment. However, where possible, we ask that appointments are made outside of school time. This will cause less disruption to your child's education.

Pupils should never be absent from school for the purposes of shopping trips, looking after other children/parents or birthdays. These are not valid reasons for absence and will not be accepted when authorising absence.

Each month we will publish a list of important dates and events for parents in the newsletter.

### **Lateness**

It is the responsibility of parents to make sure that their children arrive at school on time. Our registers are called at 9.00 a.m. Any child arriving after 9.30 a.m. will be recorded as a "U" in the register and lose their mark for the morning session.

Children arriving after 9.00 a.m. must enter the building through the main entrance, as all other doors will be locked. Children must report to the school office to be signed in

and recorded as "late" in the register. This will also help us to note the arrangements for that child for dinner, etc.

Lateness is monitored by the School's Education Welfare Officer and if there is a persistent issue then this will be followed up by a telephone call, a letter or a home visit to the parents.

*"Pupils are proud of their school and their work. Their appearance is smart and they wear their 100% attendance badges with pride. Pupils take care of their work and presentation. Staff make the environment stimulating through inspiring displays of work that the pupils take care to look after. All parts of the school are well cared for by pupils and staff alike."*

*Ofsted July 2017*

### **Admission Arrangements**

The school's admissions policy is operated by the Local Authority. Information about the arrangements for admission is set out in the LA's information for parents' booklet. This is called "Primary Schools in Telford & Wrekin - A parent's introduction to primary education including arrangements for admission". Copies of this are available from the LA, (Pupil, Students & Parent Services), Darby House, Telford, TF3 4JA. If parents are transferring their child from another school within Telford & Wrekin you will be asked to complete a Primary Transfer Form and return this to the Local Authority.

If a child has an Educational Health Care Plan, their change of school will be done through the SEND team at Telford and Wrekin Council who will make contact with the Head or SENDCo so that the appropriate provision can be put in place before the child joins the school.

### **The Nursery**

The Nursery will continue to admit children at the beginning of each term. William Reynolds Primary School and Nursery's admission number is 64. The school operates with 32 places in the morning and 32 places in the afternoon. Parents of children in Nursery need to apply for a place in the primary school office. It is advisable to register your child at about the age of 2 years. Depending upon numbers, your child should have at least three full terms in Nursery before starting school.

Most of the children who enter our school have spent some time in the Nursery Class, which provides part-time education for children from the age of 3 years and 1 month.

*The school is required to see a copy of each child's Birth Certificate as part of the admission's procedure. A copy of the certificate will be kept on file in school.*

Children's names will be placed on a waiting list by the school. The school office holds a file sectioned into months in which children are added by date of birth, at the request of the parent/carers. The Foundation Phase Leader takes copies of the lists for children who will be eligible to start using the agreed criteria for the next intake. Intakes are September, January and after Easter. The Foundation Phase Leader arranges home visits prior to the child starting and induction days to introduce them to the setting. During this induction period parents/carers will complete admission forms. The information is treated as confidential and in accordance with the Data Protection Act.

**At the end of Nursery parents will need to apply for a primary school place. A place in nursery does not guarantee a place in our Reception class.**

The Nursery and Reception classes operate as an integrated unit called The Foundation Stage. During this time, the children will:

- become familiar with the school environment and staff
- take part in some whole school assemblies and performances
- work with and alongside the Reception children
- follow a carefully structured curriculum, offering a balance between teacher-led learning and child initiated play

***"The children in Nursery and Reception classes make outstanding progress from their starting points in early phonics, reading, writing and mathematics. Children who join the school in the Nursery Year make particularly strong progress. Their outstanding start in the early years prepares all children exceptionally well for Year 1."***

***Ofsted July 2017***

## Uniform



We have a school uniform at William Reynolds Primary School and Nursery. We believe this gives the child a real sense of belonging to a community and a sense of pride in their school.

We expect children to be clean and tidy and we have a practical, hard-wearing uniform. The basis of our uniform is;

- a dark blue sweatshirt or cardigan
- a pale blue polo shirt
- black or grey trousers, shorts, skirts or pinafore
- blue checked or striped dresses
- black shoes

Sweat shirt, cardigans, and polo shirts with the school logo are all available for sale from the main office. Pupils can wear plain navy jumpers, cardigans and shirts.

Shoes with high heels and shoes without backs or thin soles are not safe for the children to wear in school.

### **P.E kit**

Pupils need to wear a plain white t-shirt and black shorts with trainers or pumps as a change of footwear for P.E. A plain sweat shirt and leggings or jogging pants can be worn for outdoor PE when the weather is cold.

***All items of uniform must have your child's name clearly written on the label. This ensures that lost items can be returned to the correct owner.***

## **Jewellery policy**

It is our policy that pupils do not wear jewellery to school. We have assessed the risk of injury to pupils and in order to reduce the risk we have agreed a policy whereby pupils *may only wear simple stud earrings, if their ears are pierced, and a watch. These need to be removed for all PE activities.*

## **Charging Policy**

We believe that educational visits are a very important part of pupils' learning, as they provide rich and varied experiences to extend the children's work. Under the terms of the Education Reform Act 1988, we are allowed to ask for a voluntary contribution by parents towards the cost of the visit. We aim to keep this cost to a minimum.

If a contribution has not been made the child will not be excluded from the activity.

## **Additional Information**

### **Access of Documents**

Parents may see the following documents held in school by making a request to the Head Teacher in writing. (Charges may be made to cover the cost of copying documents if requested).

- Any statutory instruments and circulars sent to schools by the DfE about the curriculum and National Curriculum.
- Published OFSTED report on the School
- Any Schemes of Work and Syllabuses in use
- The school has a Publication Scheme in line with the Freedom of Information Act 2000

### **How to make a Complaint**

We hope that people feel able to approach the school about any concerns they may have. Most difficulties can be resolved providing they are identified early and in many cases misunderstandings can be prevented if parents make contact with the school.

We do not expect the staff at William Reynolds Primary School and Nursery to deal with parents/carers, or anyone who is rude or aggressive in their manner, or who shout and use inappropriate language. In such cases the person will be asked to leave until they can return acting in a more appropriate manner.

### **Arrangements for making complaints about the Curriculum and Religious Education:**

Under section 23 of the Education Reform Act 1988, the Local Authority has an established arrangement, approved by the Secretary of State, for dealing with formal

complaints about the curriculum or any related matter to the Governing Body, the LA or both. Parents and others who want to find out more about this matter should contact the Head Teacher in the first instance, who will be able to let them see a copy of the LA's approved arrangements.

## **Medical Information**

For the safety of the pupils we try to minimise the number of medicines in school and therefore we do not usually administer medicines in school. Pupils taking medicines three times a day should take it before school, after school and at bedtime.

Should it be necessary for any medicines or tablets to be kept in school they will be stored safely and securely in the school office and will usually be administered by one of our specifically trained staff. Only medication prescribed by a doctor with the appropriate label can be given by staff. We cannot administer off the shelf medication.

***A "Parental Request for Medicine to be Administered in Schools" form must be completed by the parents before any medication can be administered.***

If your child suffers from asthma and requires an inhaler while at school, you must inform us of your child's condition and the required treatment. Parents/carers are asked to provide an inhaler and spacer which will remain in the school and complete a form giving staff at school permission to oversee the use of their child's medication. Pupils will keep their inhaler with them at all times in a clearly labelled inhaler pouch, provided by school as advised by the Asthma Association and can fully engage in the school curriculum. There is an emergency inhaler kept in school. Parents need to complete a form to sign to say that this can be used by their child.

## **Accidents or Illness in School**

***It is essential that we have correct and up-to-date details of where to contact parents/carers, so if your contact number/address changes please let us know straight away.***

Some members of the Teaching and Support staff are trained in First Aid and will deal with accidents as far as they are permitted. If your child has had an accident at school and has been seen by a First Aider this will be logged in the accident book and an accident slip will be sent to you. Parents/carers will be contacted should more serious incidents occur or if a child is unwell.

Should your child appear to be in need of treatment we always try to contact parents/carers first, but in an emergency an ambulance will be called and your child will be transported to hospital and you will be contacted as soon as possible.



## Data about our School

Transfer to Secondary Education  
Attendance  
Curriculum Assessment results

## Overall Absence 2019/20

The attendance for 2019/20 was 94.7% (National 95.8%).

## Data and SATs results 2019

We are very pleased to share with you the excellent results across all areas of school. The progress made by our children in Y2 and by the time they leave us in Y6 is significantly above the national average in terms of children's attainment. The progress pupils make by the end of Y6 places us in the top 10% of all schools nationally.

This reflects everyone's commitment to ensuring all pupils at all levels make excellent progress based on their starting points.

We are very proud that our results have improved again this year and we know that this will give our children the best start in their future education.

### End of Foundation Stage (Reception children)

	National 2019	School 2019
Children who achieved a Good Level of Development	72%	76.8%

### Year One Phonic Screening Test

This report shows the percentage of pupils meeting expected standard in the year one phonics screening check alongside the national percentage.

	National 2019	School 2019
Children who passed the Y1 phonics test	82%	83%

### Key Stage One Results

This table shows the percentage of pupils in Year 2 attaining the required standard for each level alongside the national percentage.

Reading		Writing		Mathematics	
National	School	National	School	National	School
71%	75%	69%	66%	76%	75%

### Key Stage Two Results

The table shows the percentage of pupils in Year 6 attaining the required standard for each level alongside the national percentage.

Reading		Writing		Mathematics		Grammar, Punctuation and spelling		Science	
Nat	School	Nat	School	Nat	School	Nat	School	Nat	School
75%	91%	78%	82%	76%	71%	77%	87%	82%	85%

Reading, Writing & Maths in all 3 subjects	
National	School
65%	69%

	All pupils Progress score
reading	+3.36
writing	+1.13
mathematics	-3.72

	National 2019	School 2019
Reading	104.4	107.5
Mathematics	105.0	101.2
English Grammar, Punctuation and Spelling	106.3	106.4