

Our School Prospectus

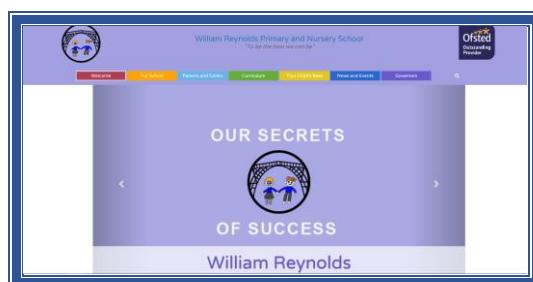
2021-2022

Contents

General Information	The Head Teacher Statement	Page 3
	Who was William Reynolds?	Page 4
	The Governing Body 2021/22	Page 5
	Staffing for 2020/21	Page 6
	Values of the School	Page 7
	An introduction to William Reynolds Primary School and Nursery	Page 8 - 15
The Curriculum	Curriculum Statement	Page 16 - 21
	Curriculum Subjects	Page 22 - 35
Support for Children	Special Educational Needs and Support for Children with Disabilities	Page 36 - 37
	Gifted and Talented	Page 37
	Safeguarding	Page 38 - 39
	Attendance Policy	Page 40 - 41
	Admission Arrangements	Page 41 - 43
	Uniform	Page 43 - 44
	Additional Information	Page 45 - 46

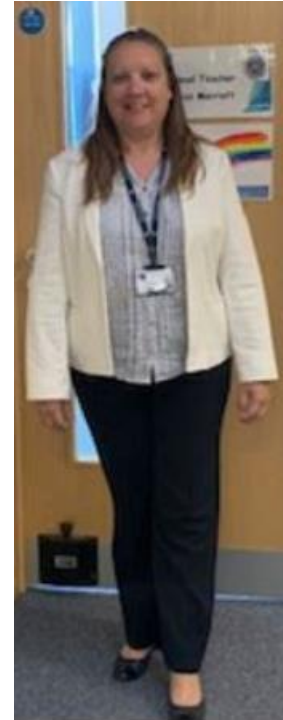
A copy of this Prospectus can be found on the School Website:

<http://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 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 all our children.

William Reynolds Primary School and Nursery

Governing Body 2021/2022

Co-opted Governors
Mrs Jane Tranter (Chair)
Mrs Josie Vaughan
Mr Steve Lill
Mrs Rhonda Welsh
Local Education Authority Representatives
Mr John James (Vice Chair)
Head Teacher Governor
Miss Julie Marriott
Staff Governor
Mrs Caroline Langham
Mrs Lauren Dawkins
Parent Governor
Mrs Rachel Nash

"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

Governors can be contacted through the School Office.

Our School Advisor is Mrs Sally Noble

Staffing for 2021-2022

Head Teacher	Miss Julie Marriott	
Deputy Head Teacher	Mrs Joanne Shephard	
Assistant Head/SENDCo	Mrs Liza-Jane Rawlings	
KS2 Phase Leader and Curriculum Leader	Mrs Ruth Angeloff	
Teaching Staff	Mrs Diane Murphy	Nursery
	Miss Lisa Lloyd	Reception
	Mrs Sarah Dent	Reception
	Miss Leanne Burrows	Year 1
	Mrs Hayley Jones	Year 1
	Miss Lucy Chadwick & Mrs Julie Wilson	Year 2
	Mr Matthew Perry	Year 2
	Miss Charlotte Horne	Year 3
	Miss Clair Trow	Year 3
	Miss Emma Shankland	Year 4
Mr James Tagg	Year 4	
Miss Chloe Walmsley	Year 5	
Mrs Christina Peters	Year 5	
Mrs Caroline Langham	Year 6	
Mrs Wendy Bowen	Year 6	
Higher Level Teaching Assistants	Mrs Eileen Copeland, Mrs Karen Smart Ms Tracy Houlders Mr Alex Bridgewater	
School Business Manager	Mrs Jane Waters	
Administrator	Mrs Kimberley Ray	
Assistant Administrator	Mrs Joanne Mabbott	

Our School Vision and Values

"To be the best we can be"

Our School Vision for citizenship now and in the future

We believe that **the wellbeing of all members of the school community 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.

An introduction to William Reynolds Primary School and Nursery



William Reynolds Primary School serves the Woodside area and its locality. The area has undergone substantial changes over time 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 just under 500 pupils aged from 3 to 11 years old. In our school, there are 14 class bases, as well as a Nursery. There are 2 parallel class bases in each year group. The school also has an accredited Nurture group.

We are lucky to benefit from our 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 seating area, an outdoor gym and 2 Eco gardens. We have lots of space available in our grounds to enable it to be used for outdoor learning opportunities. We are also 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. We aim to deliver this curriculum 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 developing the skills and attitudes needed, as well as the knowledge and understanding required to form a basis for life-long learning in a fast paced ever changing world.

Our School

The School Structure

There are three phases within our 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

7:45 - 8:45am	Breakfast club to support working parents
8:3 am	Nursery Gate is open for children who attend Morning Nursery
8:40am	KS1 and KS2 Gates are opened by members of staff for pupils to be welcomed into the school. Children will enter their classroom through their class door and settle to their morning work
9:00am	Outer doors and gates are closed - any late arrivals then report to the main reception door and sign in. Lessons begin.
9:00am	Registration
	Staggered morning Break times
12:00 - 1:30pm	Staggered Lunchtime (either 12 - 1pm or 12:30pm - 1:30pm)
3:15pm	End of the school day. Gates are opened for collection
3:15pm	After school clubs (these vary from term to term)
3:15pm - 5:45pm	After school club to support working parents



Before School Provision

We run a before school provision from 7:45am each morning to support working parents with childcare. This is £1.50 per session. Siblings are charged at a reduced cost of £1 a day. Toast and cereal is on offer, if they require breakfast.

After School Club

We run an after-school provision each night to support working parents with childcare. Children are collected from their classrooms and taken directly to the provision, which runs until 5:45pm. A range of activities are planned for each night and children will be offered a snack and drink during this time. You can collect at a time convenient to you up to 5:45pm. Each session is £5.00 per day per pupil.

If you are interested in your child attending the provision, please collect an application form from the school office, or download the form below from the school website (Parents and Carers tab - Wraparound Care); this can then be emailed back to school, william.reynoldspri@taw.org.uk or handed in at the school office:

	Wraparound Care Admission Form				
Please fill in this form and hand in to the main office.					
Child's Base:	<input type="checkbox"/>				
Child's full name:	<input type="text"/>				
Contact Number :	<input type="text"/>				
Address:	<input type="text"/>				
Postcode:	<input type="text"/>				
Breakfast Club 7.45am to 9am Monday to Friday at a cost of £1.50 per session. Please indicate below what days you would like to book for.					
Monday	Tuesday	Wednesday	Thursday	Friday	Total cost for the week.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
After School Club is from 3.15pm to 5.45pm Monday to Friday at a cost of £5.00 per session. Please indicate below what days you would like to book for.					
Monday	Tuesday	Wednesday	Thursday	Friday	Total cost for the week.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Please make sure this is paid through Parentpay. No child will be admitted if they owe more than a week.					
Does your son/daughter have any special medical or allergy needs? If yes please give details below.					
<input type="text"/>					
			As we are limited on numbers at the moment we are only offering to support parents with child care for those who need to work. Please can you provide us with the following for our information only.		
			Occupation/ Name and address of employee.		
			<input type="text"/>		
			It is the responsibility of the parent or guardian to inform the school if any information the school holds changes.		
			The school will not use this personal data for any other purposes and will only securely share relevant personal data where required/permitted to so by law.		
			Your child's personal data will be processed in accordance with the Data Protection Act 2018.		

Arriving in school

Pupils should arrive in school no earlier than 8:40am (unless they attend morning nursery, which starts at 8:30am). At 8:40am, 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 their class door from the playground. Class doors and all gates will then be closed at 9:00am 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 9:00am 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 3:15pm 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 their 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 clubs that include sports, as well as other interests. Parents are asked to inform us about the collection arrangements for 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, some 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 9:00am for the security of pupils and staff. The side gate to the playground is locked at 9:00am and unlocked at 3:15pm 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.

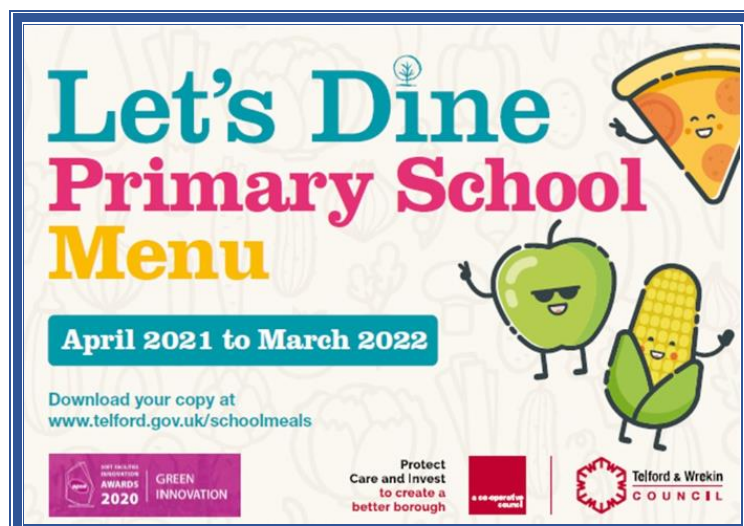
Visitors to the school will only be admitted via the main reception. All visitors are asked to sign in on the on-screen system and are given a Photographic Visitors Badge, which they are asked to wear at all times around the building.

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 £2.40 - this is payable on ParentPay. Please see the school office for passwords and set up instructions.



Week 1

Monday
 Pizza with Selection of Toppings
 Cheese & Tomato Pizzas on a Deep Crust Base with a Selection of Toppings or Cheese & Tomato Pizzas V H
 Potato Wedges, Baked Beans, Peas, Big Seasonal Salad Selection
 Chocolate & Vanilla Sweet Mousse or Strawberry & Vanilla Sweet Mousse

Tuesday
 Beef Bolognaise Fresh Minced Beef cooked in a Rich Tomato based Sauce with Garlic Bread
 Mac and Cheese with Garlic Bread V H
 Pasta Telfets, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Iced Sponge

Wednesday
 Traditional Roast with a Rich & Tasty Gravy Farm Assured Sliced meat or Roast Chicken H
 Vegetarian Toast In The Hole Yorkshire Pudding filled with Vegetarian Sausage served with Gravy V
 Roast Potatoes, Creamed Potato, Seasonal Vegetable Selection
 Fruit Salad

Thursday
 Big Breakfast Farm Assured Pork Sausages, Back Bacon, Free Range Scrambled Egg or Sausage H
 Vegetarian Sausages, Free Range Scrambled Egg V
 Potato Waffles, Baked Beans, Mushrooms, Plum Tomatoes, Seasonal Salad Selection, Homemade Bread Selection
 Fruit Salad

Friday
 Crispy Fillet of Fish Cooked in a Crispy Batter or Salmon Fillet H
 Mixed Bean, Mushroom & Tomato Pasta Bake Filled Vegetables with Meat Sauce in a Tomato Sauce topped with a Savoury Crumb V H
 Chips, Baked Beans, Peas, Seasonal Salad Selection, Homemade Bread Selection
 Cookie Selection

Week 2

Monday
 Big Breakfast Farm Assured Pork Sausages, Back Bacon, Free Range Scrambled Egg or Sausage H
 Vegetarian Sausages, Free Range Scrambled Egg V
 Potato Waffles, Baked Beans, Mushrooms, Plum Tomatoes, Seasonal Salad Selection, Homemade Bread Selection
 Fruit Salad

Tuesday
 Chicken Pie Farm Assured sliced Chicken in Gravy with a Puff Pastry Crust
 Quorn and Vegetable Pie Vegetables and sliced Quorn in a Vegetarian Gravy enclosed in a Flap Pastry Crust V H
 Mashed Potatoes, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Let's Dine Fresh from the Farm Ice Cream

Wednesday
 Traditional Roast with a Rich & Tasty Gravy Farm Assured Sliced meat or Chicken H
 Oven Roasted Vegetables and Quorn Served in a Yorkshire Pudding & topped with Mature Cheese V
 Roast Potatoes, Baby New Potatoes, Seasonal Vegetable Selection
 Cookie Selection

Thursday
 Pizza with Selection of Toppings H
 Cheese & Tomato Pizzas V
 Diced Potatoes, Seasonal Vegetable Selection, Seasonal Salad Selection
 Murtie Sponge and Custard

Friday
 Fish Finger Filled with Fish Cooked in a Crispy Breadcrumbs or Battered Filled with Fish White Fish cooked in a light batter H
 Tomato Pasta Bake Filled Vegetables with Meat Sauce in a Tomato Sauce V H
 Chips, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Cupcake Selection

Week 3

Monday
 Pork Sausages Farm Assured Pork Sausages or Sausages V
 Vegetarian Sausages V
 Creamed Potato, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Chocolate & Vanilla Sweet Mousse or Strawberry & Vanilla Sweet Mousse

Tuesday
 Taco Tuesday Crispy Taco shell filled with Mexican Beef or Chicken Cheese and Tomato Pizza V H
 Potato Wedges, Seasonal Vegetable Selection, Seasonal Salad Selection
 Chocolate Cake & Peppermint Custard

Wednesday
 Traditional Roast with a Rich & Tasty Gravy Farm Assured Sliced meat or Roast Chicken H
 Cheese & Egg Pan Grated Cheese, Egg & Milk baked in a pastry case V
 Roast Potatoes, Creamed Potato, Seasonal Vegetable Selection
 Strawberry Shortbread

Thursday
 Pork Meatballs Farm Assured Pork Meatballs served in Gravy or Tomato Sauce
 Quorn Pasta Bake Quorn Fillets cooked in a Rich Tomato based Sauce & mixed with Pasta Twists and baked V H
 Pasta Telfets, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Apple Crumble & Custard

Friday
 Crispy Chicken Nuggets
 Vegetable Nuggets V H
 Chips, Lemon Couscous, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Muffin Selection

FUN FOOD FACTS
 Apples are a great source of fibre and help to keep your digestive system healthy. They are also a good source of Vitamin C, which helps to boost your immune system.

FUN FOOD FACTS
 The world's largest tree is in the United States. It is a Redwood tree and is over 100 feet tall. It is estimated to be over 1,000 years old.

Fresh Fruit available daily. Cheese & Crackers available Monday, Wednesday & Friday. Individual Yoghurts available Tuesday & Thursday. All items subject to availability.

William Reynolds

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.

Please visit this website www.telford.gov.uk/freeschoolmeals for more information and to apply for FSM. Our school office can support you by giving any further advice. Alternatively, you can contact Telford & Wrekin Council, Free school Meals Administrator on 01952 383983.

Your child, or children, may qualify for free school meals if you meet the following criteria:

- you or your partner (if you have one) have a child for whom you receive Child Benefit and who is attending a school or college in Telford and Wrekin and you get any of the following:
- Income Support
- Income-based Jobseeker's Allowance
- Income-Related Employment and Support Allowance
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- support under Part VI of the Immigration & Asylum Act 1999

- Pension Credit (guaranteed credit)
- Universal Credit and your household income is less than £7,400 a year (after tax and not including any benefits you get).

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. We are also happy for your child to bring their own water bottle in from home - you can fill this with either water or squash. No fizzy drinks please.

Our Curriculum Statement



At William Reynolds, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skillful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

We place emphasis on a curriculum that develops the whole child. Through our school values - Challenge, Honesty, Ownership, Courage and Collaboration - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.



Our context rich curriculum, which has high expectations for all, is mapped to include full coverage of the National and EYFS curriculum. It provides a range of learning experiences for our children, which broaden their understanding of the Local, British and Global Community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. Our ultimate goal being that they progress academically and become honest, successful and confident individuals, who make positive contributions to the community and society - both now and in the future. We have developed our curriculum so that it is designed to support

children with retention of subject knowledge and to develop long-term memory skills.

"The broad curriculum is well planned to give pupils a wide range of experiences and broaden their horizons."

Ofsted July 2017

For all year groups, we have overviews that map out the knowledge and skills progression of the curriculum offer; these include all the subjects in the National Curriculum so that our children access a broad and balanced curriculum offer. The curriculum offer is implemented in a consistent manner by ensuring that excellence in teaching and enjoyment in learning go hand in hand and lay the foundations for success in later life.

Our curriculum offer encompasses our three global themes:

- Healthy Mind, Healthy Body in the Autumn Term, focusing on encouraging active lifestyles and promoting emotional health and wellbeing;
- Innovation and Inventions in the Spring Term, which looks at how technology has changed over time and shaped the way we live our lives;
- Preserving Planet Earth in the Summer Term that focuses on sustainability and the importance of looking after our environment.



Using our curriculum overviews as a starting point, we develop our medium-term and short-term planning to ensure coherent coverage of key knowledge, skills and concepts and clear progression routes over a sequence of lessons. This allows for prior learning to be systematically built upon and key knowledge to be revisited. Planning is supported by subject progression documents so that lessons give children the opportunity to use and apply the skills they are developing so that they know more and understand more. This is monitored by subject leaders and links to the Teaching, Learning and Assessment Policy. Curriculum planning is supported by identified quality texts, which are selected to stimulate children's interests, to give a context for the learning and to make meaningful cross-curricular links to ensure transferable knowledge.

Across the curriculum, children are given regular opportunities to explore, question, investigate, evaluate, and reflect on their learning. These crucial experiences strengthen children's subject knowledge and embed life-long skills for our children.



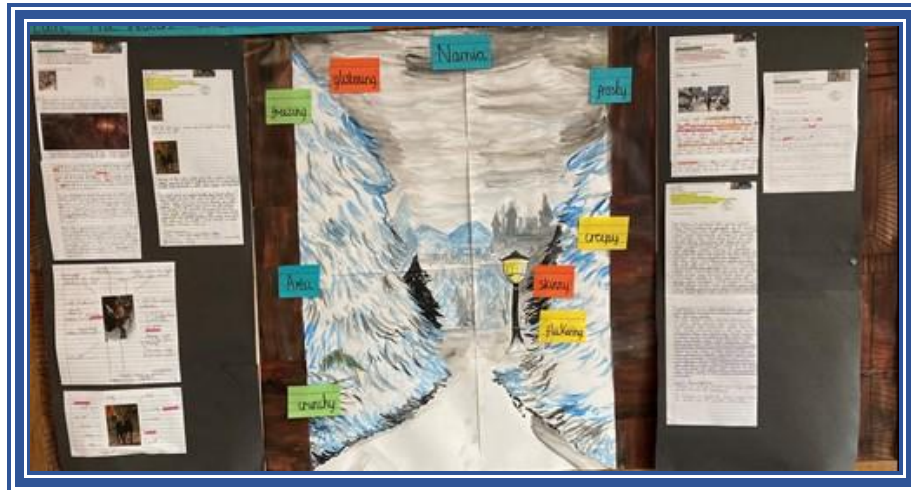
A range of visits or visitors into school are linked to each theme - these are organised by teachers, in order to offer a range of experiences that help to broaden understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. These visits are supported by the governors, who use some of the Pupil Premium Grant to match any short falls in parent voluntary contributions to ensure that all planned events go ahead.

"Leaders ensure that pupils enjoy and experience a broad range of subjects that enhance their knowledge and skills. Art and music are strong features of the school, with specialist musicians providing opportunities in the clarinet, ukulele, brass, flute and choir. Visiting Roman 'soldiers' who spoke Latin, trips to the Mosque and Gurdwara, and the use of the forest school have all recently enriched pupils' learning. Science has been developed effectively over the last year and books now show a higher level of understanding. Leaders have planned and implemented a very structured high-quality curriculum. Leaders now have the base of a very strong curriculum to build upon, in order to develop more challenging activities for pupils to achieve even higher standards in subjects other than English, mathematics and science."

Ofsted July 2017



Most lessons make use of carefully formulated assessments of prior knowledge as a starting point for all future planning and teaching. We plan carefully tailored lessons which enable all groups of pupils to make good progress and catch up quickly, if needed. Staff also make use of the detailed whole school progression documents to assist with making accurate periodic judgements of pupil attainment and progress for all taught subjects. Our progression documents assist with making judgements. To support our assessment of the core subjects (English, Mathematics and Science) we use 'NFER' standardised assessments or 'Rising Stars' tests alongside teacher assessment. We capture data at 3 points across the academic year - at the end of the Autumn, Spring and Summer Term to ensure that all children are making at least expected progress.



The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their area effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that they are being implemented as intended and that coverage, curriculum, breadth and balance is adequate.



The findings of pupil voice/discussion are used to support decision making at William Reynolds Primary School. To ensure we implement our curriculum intent well, we ensure that our children are invested in their learning and making a positive contribution to the planning and design of our curriculum. We regularly encourage pupils to articulate their learning journey and understanding of the curriculum. This ensures that our children are actively involved in their learning, enabling them to deepen their understanding and develop retrieval strategies.

Achievement for children was judged to be Outstanding by Ofsted in July 2017.

Taking into account pupil's significantly low starting points, outcomes for pupils are better than national expectation by the end of KS2. This long trend of high attainment outcomes in the core subjects of reading, writing, science and mathematics has continued since 2017. We also ensure that our pupils make good progress in computing and the foundation curriculum subjects by logically sequencing the curriculum to help them embed and remember their learning over time. Our formal and informal assessments, pupil voice discussions and self-review activity confirm that the curriculum is successfully implemented to ensure pupils successfully 'learn the curriculum'.

High end of key stage outcomes and robust assessments also confirm that the curriculum provides parity for all groups of pupils. For example, more pupils with Special Educational Needs and pupils in receipt of pupil premium funding attain age related expectations than is typically the case.

Pupils leave William Reynolds Primary School and Nursery with a secure understanding of the academic curriculum content and have high aspirations for their future. They have a strong understanding of how to be socially, morally, spiritually and culturally responsible and aware. Our children know how to make decisions for the right reasons and in the best interests of their community and they endeavour to be the best that they can be.



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 are:

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

These 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 (Reading and Writing) Mathematics Science
Foundation Subjects	Computing History Geography Art Music Physical Education (PE) Relationships and Health Education (RSE) Design Technology Modern Foreign Language (French)
Religious Education	All schools must provide this under the Education Act 1996

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 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

Writing

At William Reynolds Primary School and Nursery, our aim is to improve pupils' literacy ability and support them in developing a life-long approach to enjoying all aspects by encouraging pupils to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose.
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy.
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.
- An effective English curriculum should take a central role in curriculum planning across the school because it provides students with the skills required to access all other subject areas and engage in academic thinking. This includes helping students to understand ideas and question them, and to express themselves successfully orally and in writing.

Reading

At William Reynolds Primary school, we aim to instil a love of reading in all our children. Our curriculum is designed to ensure that pupils not only read for pleasure but to use books to research and gather new knowledge to extend their understanding.

Aims

We aim to:

- inspire children to enjoy and choose to read for pleasure;
- ensure that reading is at the heart of the curriculum;
- provide children with the ability to understand what they have read and use that information for a given purpose.



The "Letters and Sounds" phonics programme is followed from Nursery through into Reception and KS1. This programme supports children in developing their reading and spelling skills. More detailed information about reading can be found on our website.

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

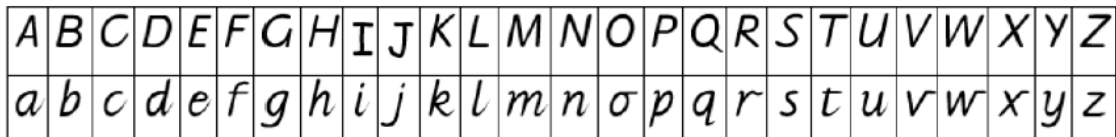
In each class base there is a range of 'colour-coded' books, which pupils can choose from and take home. **We ask that parents read with their children each evening.** This will really support your child and makes a big difference to their reading ability and understanding. All classes have developed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



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

At William Reynolds Primary School, we recognise the importance of Mathematics as a tool for everyday life.



We aim to deliver a rich, balanced and progressive curriculum with a range of cross curricular links.

Our three principle aims for Mathematics are:

- For children to become fluent in the fundamentals of mathematics;
- For all children have the ability to reason and solve a range of problems;
- For all children to make choices about the maths they use and be able to apply with confidence.

We are committed to enabling children to recognise the importance of mathematics in the wider world so that they are able to use their mathematical skills and knowledge confidently in a variety of situations in their lives. We want all children to enjoy mathematics and to develop a deep conceptual understanding so that they can experience success in the subject.

"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.

Our three principle aims for science are:

- For everyone to have good scientific knowledge and conceptual understanding of biology, chemistry and physics;
- For everyone to develop scientific skills through different types of science enquiries to help them answer questions about the world around them;
- For everyone to understand the uses and implications of science today and for the future.

Assessing Pupil progress

National tests and assessments are 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 these methods 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

At William Reynolds Primary School, we support all children in using a range of technology with purpose and enjoyment.



Technology is continuously and rapidly evolving and therefore, we believe, computing is an integral part of preparing children for the wider world.

Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

Our principle aims for computing are for children to:

- develop their understanding of technology and how it is constantly evolving;
- develop their skills and capability which is essential to developing computer capability;
- evaluate the benefits and risks of technology and how to manage their use of it safely and respectfully;
- be responsible, competent, confident and creative users of information and communication technology;
- celebrate success in the use of technology.

The use of technology is an integral part of our curriculum and provides pupils with the technological and communication skills they will need to live in our modern world. 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, which 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. Curriculum Maps are available on the school website.



Relationships and Health Education

At William Reynolds Primary School, we recognise the importance of encouraging our children to become healthy, independent and responsible members of society.

Our principle aims for Relationships and Health Education are for children to:

- understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- realise their responsibilities, rights and duties as individuals and members of the community;
- understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning;
- to learn the basics of good hygiene and how having a healthy mind is as important as a healthy body.



RHE is carefully planned and adapted to meet our own pupils needs and is integral to the development of children's values in order for them to become a positive citizen in a forever changing community.

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 are:

Autumn term - Healthy Mind: Healthy Body

Spring term - Innovation 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.

Preparing children for life in modern Britain

We aim 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 and Tolerance of those of Different Faiths and Beliefs

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.

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 a group of 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 and Rockets (Nurture Groups)

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 provides a hard evidential base for the often-quoted statement that '**Nurture Works.**'

For more information about Sparklers or Rockets 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 positive 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 both 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.

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.

"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

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.

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 regularly 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 potential.

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. 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, they will be asked to complete an in-year 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.



Sweatshirt, 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 sweatshirt 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 small 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.

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.

