

Our School Prospectus

2022-2023

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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,

On behalf of the children, staff and governors I would like to warmly welcome you to William Reynolds Primary School and Nursery. I hope that our Prospectus is informative and gives you an insight into the learning that takes place in our school and the values and vision which underpin it.

I am fully committed to the community of William Reynolds and strive to ensure that the school serves our local children and their families working in an atmosphere of care, trust and respect.

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 are fortunate to have such a talented and dedicated staff who provide exceptional quality of care, combined with the drive for high quality teaching which ensures that children make outstanding progress. We are proud of the successes our children have achieved, both academically, and also in sporting and musical events.

We provide a broad and balanced curriculum which is well planned to give children a wide range of experiences, broaden their horizons and set challenges along the way, whatever their abilities. We want them 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 'be the best that they can be' both alone and collaborate well with others. Throughout their journey with us they will learn about a variety of local significant people as well as authors and inventors who have built our past. This will inspire the children to use the skills, knowledge and understanding taught to succeed as future citizens.

Our Behaviour Expectations are clear and the Rewards and Sanctions are discussed and understood by all of the children.

We hope our prospectus has given you a flavour of the vibrant life of our school, the work of our pupils and the quality of education we strive to deliver. For children to realise their full potential, there must be a working partnership between home and school.

Should you require any further information about the school, please do not hesitate to contact us. We will be happy to help in any way we can.

If you have any admission queries, 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 2022/2023

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 Mr Mark Hinton

Staffing for 2022-2023

Head Teacher	Miss Julie Marriott		
Deputy Head Teacher	Mrs Joanne Shephard		
Assistant Head/Curriculum Leader	Mrs Ruth Angeloff		
SENDCo	Miss Emma Shankland		
Teaching Staff	Mrs Diane Murphy	Nursery	
	Miss Lisa Lloyd Mrs Heidi Jones	Reception Reception	
	Mrs Priya Bains Mrs Hayley Jones	Year 1 Year 1	
	Miss Lucy Chadwick & Mrs Julie Wilson Mr Matthew Perry	Year 2 Year 2 Year 2	
	Miss Charlotte Horne & Mrs Rosemary Pearce Miss Clair Trow	Year 3 Year 3 Year 3	
	Miss Jessica Davies Mr James Tagg	Year 4 Year 4	
	Miss Chloe Walmsley Mrs Christina Peters	Year 5 Year 5	
	Mrs Caroline Langham Mrs Wendy Bowen	Year 6 Year 6	
	Higher Level Teaching Assistants	Mrs Eileen Copeland, Mrs Karen Smart Ms Tracy Houlders Mr Alex Bridgewater Mrs Rachel Nash	
	School Business Manager	Mrs Kimberley Ray	
Administrator	Mrs Joanne Mabbott		
Assistant Administrator	Mrs Claire Dulson		

Our School Values

'To be the best we can be'

At William Reynolds, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, 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.

Throughout the school year, all children will be working towards our Rainbow values and celebrating their achievements with a certificate. If children achieve all 5 rainbow certificates, they will be awarded with a Rainbow Badge.



William Reynolds - Rainbow Values

Challenge	Honesty	Ownership	Courage	Collaboration
				
Make every experience exceptional	Always do the right thing	Take accountability for your actions	Be determined to deliver greatness	Work together to succeed

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
8:30 am	Nursery Gate is open for children who attend Morning Nursery.
8:30am	KS1 and KS2 Gates are opened by members of staff for pupils to be welcomed into the school.
8.35am	Children will enter their classroom through their class door and settle to their morning work
8:45am	Outer doors and gates are closed - any late arrivals then report to the main reception door and sign in. Lessons begin.
8:45am	Registration
10:45am	Morning Break times
12:00 - 1:30pm	Staggered Lunchtime (either 12 - 1pm or 12:30pm - 1:30pm)
3.05pm	Gates are opened for collection
3:15pm	End of the school day.
3:15pm	After school clubs (these vary from term to term)
3:15pm - 5:30pm	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 children 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 5:30pm. 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 5:30pm. 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="text"/>				
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 8am 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"/>	
After School 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"/>	
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 8:30am (unless they attend morning nursery, which starts at 8:30am). At 8:30am, 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 8:45am 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 8:45am 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, therefore 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 8:45am for the security of pupils and staff. The side gate to the playground is locked at 8:45am and unlocked at 3:05pm 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.

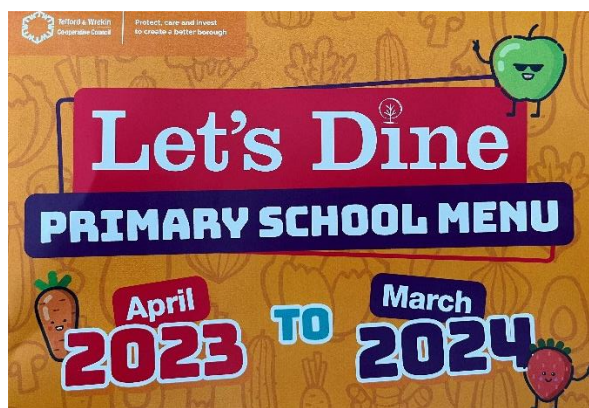
Visitors to the school will only be admitted via the main reception. All visitors are asked to sign in on the on-screen system and are given a Photographic Visitors Badge, which they are asked to wear at all times around the building.

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 £2.45 - this is payable on ParentPay. Please see the school office for passwords and set up instructions.



Week 1 **Week 2** **Week 3**

Monday
 Pizza with Selection of Toppings
 Cheese & Tomato Risotto or a Deep Crust Bisto with a Cheddar Nappa V
 Cheese & Tomato Pizza V H
 Potato Wedges, Baked Beans, Peas, Big Seasonal Salad Selection, Homemade Bread Selection
 Strawberry Mousse

Tuesday
 Beef Bolognese From Assured
 Almond Bread coated in Pili Tomato Sauce with Garlic Bread V H
 Mac and Cheese with Garlic Bread V H
 Pasta Twists or Jacket Potato, Seasonal Vegetable Selection, Homemade Bread Selection
 Livers Pudding and Custard

Wednesday
 Traditional Roast with a Rich & Tasty Gravy From Assured Selected Meat
 Vegetable and Bean Crumble
 Sweet Peas with Sweetcorn
 Vegetables and Beans Spiced with a Savory Crumble V H
 Roast Potatoes, Creamed Potato, Seasonal Vegetable Selection
 Chocolate Biscuits

Thursday
 Diced Chicken in a Cheesy Curry Sauce
 Lamb Assured Chicken Salad with Herb Bread or Bread and Sour Chickens
 Vegetarian Meatballs with Tomato Sauce V H
 Rice, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Fruit Jelly with a Swirl of Cream

Friday
 Crispy Fillet of Fish, Rice or Potatoes in a Cheesy Baste or Salmon Fishcakes
 Mixed Bean Mushroom & Tomato Pasta Bake
 Baked Mushrooms and Onions with Herb Spiced or a Tomato Sauce and Pasta Tarts
 Baked with Mashed Potatoes V H
 Chips, Baked Beans, Peas, Seasonal Salad Selection, Homemade Bread Selection
 Cakes Selection

Monday
 Pork Sausage From Assured Pork Chops
 Vegetable Sausage V H
 Mashed Potatoes, Garden Peas, Sweetcorn, Seasonal Salad Selection, Homemade Bread Selection
 Strawberry Mousse

Tuesday
 Pizza with Selection of Toppings
 Chicken & Bacon Pies or a Cheese Crust Pie with a Cheese Topping V
 Diced Potatoes, Baked Beans, Seasonal Salad Selection, Homemade Bread Selection
 Chocolate Coozie

Wednesday
 Traditional Roast with a Rich & Tasty Gravy From Assured Selected Meat or Chicken H
 Leek Harebit
 Diced Chicken in a Cheesy Curry Sauce
 Roast Potatoes, Baby New Potatoes, Seasonal Vegetable Selection
 Iced Sponge

Thursday
 Jacket Potato/Pasta Bar with a choice of Fish or Cooked Eggs
 BBQ Chicken, Mozzarella, Tuna, Mayonnaise or Cheese V
 Vegan CHN V
 Pasta Twists or Jacket Potato, Sweetcorn, Baked Beans, Seasonal Salad Selection, Homemade Bread Selection
 Shortbread

Friday
 Battered Chicken Nuggets or Salmon Fillets H
 Mixed Bean Mushroom & Tomato Pasta Bake
 Baked Mushrooms and Onions with Herb Spiced or a Tomato Sauce and Pasta Tarts
 Baked with Mashed Potatoes V H
 Chips, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Muffins

Monday
 Hot BBQ Chicken Wraps
 Vegetable Crumble V
 Potato Wedges, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Iced Lemon Sponge

Tuesday
 Big Breakfast From Assured
 Pink Sauce, Baked Beans, Free Range Scrambled Eggs V
 Vegetarian Sausages V H
 Herb Bread, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Cookie Selection

Wednesday
 Traditional Roast with a Rich & Tasty Gravy From Assured Selected Meat
 Vegetable Fie Scurched Parcel V H
 Roast Potatoes, Creamed Potato, Seasonal Vegetable Selection, Strawberry Mousse

Thursday
 Beef Lasagne From Assured
 Selected Meat cooked in a Rich Tomato Based Sauce Layered with Pasta and Cheese Sauce
 Cheese and Potato Bake V H
 Pasta Twists, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Chocolate Sponge and Custard

Chip Shop Friday
 Homemade Beef Burgers with Assured Bread and Burger Sauce or Baked Fish
 Southern Fried Quorn Burger V H
 Chips, Lemon Coozie, Seasonal Vegetable Selection, Seasonal Salad Selection, Homemade Bread Selection
 Cakes

Fun Food Facts
 Potatoes are full of potassium, which is very good for your heart and blood pressure.

Fun Food Facts
 Carrots are full of vitamin A, which is good for your eyes.

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

Williams 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 Primary School and Nursery, 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 is for our children to make progress academically and personally so that they 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 ensures that our children acquire the knowledge and skills to support them to become life-long learners, experiencing success in the future. Curriculum knowledge is taught in a carefully planned sequence to support learning. Children are then provided with opportunities to use and apply their prior knowledge in a range of ways. Our curriculum helps the children to work in different ways, for example: exploring how historians investigate the past through their use of historical sources.

Using our curriculum maps 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 built upon and key knowledge to be revisited. For each subject, planning is supported by the progression of knowledge and skills so that lessons give children the opportunity to use and apply the knowledge and 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 they can transfer their knowledge to other subject areas. 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 regular judgements of pupil attainment and progress for all taught subjects.



The findings of pupil voice/discussion are used to support decision making at William Reynolds Primary School and Nursery. 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.

The impact of our curriculum is that children are:

- able to read fluently, have sound comprehension skills and display a love of reading.
- academically and personally prepared for the next phase of their education and have high aspirations for their future.
- able to reflect on their learning and identify their next steps.
- able to recall knowledge and confidently utilise their skills across all areas of the curriculum.
- making good progress in all subjects through our logically sequenced curriculum which helps them embed and remember their learning over time.

- taught age-appropriate objectives that enable them to achieve age expected standards. If they are not working at this level, they are well supported to ensure they are making progress from their starting point.
- respectful and positive individuals with a clear understanding of important values. For example: equality, collaboration, friendship, honesty and ownership.
- highly motivated to succeed and achieve their personal goals.
- motivated by a strong sense of right and wrong and make decisions for the right reasons and in the best interests of their community.
- equipped to demonstrate resilience and have the ability to persevere, when they encounter challenges.
- able to access the help and support they need to keep themselves safe.
- socially, morally, spiritually and culturally responsible and aware.
- always aspiring 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) Personal, Social, Health and Economic Education including 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 personalised 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 we recognise the importance of English. By the end of Year 6, we intend our children to have developed a love of writing and to be able to write effectively for purpose.

Our principle aims - from the National Curriculum in England - for Writing are to:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

The core of our writing curriculum is the National Curriculum for England, which is supported by Read, Write, Inc, Nelson Handwriting and Nelson Spelling schemes. A variety of approaches to support delivery of the writing curriculum across the school were researched by our subject leader who provides regular CPD for staff. Read, Write Inc, which supports our reading curriculum, is a systematic, synthetic phonics scheme that is validated by the Department for Education. This foundation ensures that pupils can apply the phonics code required for them to become confident writers.

Reading

At William Reynolds Primary school, we aim to instill 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

Our principle aims - from the National Curriculum in England - for Reading are to:

- put reading at the heart of the curriculum.
- inspire pupils to develop a 'lifelong love of reading'
- ensure that pupils develop fluency to confidently read at speed (90 words per minute).



- provide pupils with the ability to understand what they have read and use that information for a given purpose.

We know that reading is the passport to the world and ability to communicate effectively. Reading enables children to acquire a richer vocabulary and develop an understanding of their world.

The core of our reading curriculum is the National Curriculum for England which is supported by Read, Write Inc, Rapid Readers and Reading Gems. A variety of approaches to support delivery of the reading curriculum across the school were researched by our subject leader. Read, Write Inc is a systematic, synthetic phonics scheme that is validated by the Department For Education to ensure that children are able to learn the phonics code required for them to become fluent, confident readers. The curriculum has been specifically sequenced in a logical progression (supported by Reading Gems) to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points and target points within objectives are identified for each year group through a whole school reading progression plan.



Mathematics

We recognise the importance of Mathematics as a tool for everyday life. Our school delivers a broad and balanced progressive curriculum with a range of cross curricular links.



Our three principle aims - following the National Curriculum in England - for Mathematics are:

- For all children to be fluent in the fundamentals of mathematics
- For all children 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. Therefore, enabling them to use their mathematical skills and knowledge in future employment confidently.

The core of our mathematics curriculum is the National Curriculum for England, which is supplemented by White Rose and Power Maths. Subject leaders researched a variety of mathematics programmes of work and Power Maths was selected due to being recommended by the DfE, having met the NCETM's criteria for fully delivering a mastery approach. The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality maths curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed. Our children are provided with a variety of mathematical opportunities, enabling them to become more fluent and apply knowledge rapidly. Throughout school, we develop resilience that enables all children to reason and problem solve with increased confidence. A high focus on reading fluency throughout school enables our children to read, comprehend and solve mathematical problems with a clear understanding of vocabulary.

"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, we recognise the importance of science in every aspect of daily life. We give the teaching and learning of science the prominence it requires by teaching lessons in the morning.

Our three principle aims for pupils in science are:

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

The core of our science curriculum is the National Curriculum for England. The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to an ambitious science curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.



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 pupils 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 - from the National Curriculum in England - for Computing are for pupils to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

- be responsible, competent, confident and creative users of information and communication technology

The core of our Computing curriculum is the National Curriculum for England which is supported by Purple Mash.

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.



Personal, Social, Health and Economic Education (PSHE) including Relationships and Health Education (RHE)

At William Reynolds Primary School, we recognise the importance of encouraging our pupils to become healthy, independent, and responsible citizens. Our approach to PSHE (Personal, Social, Health and Economic Education) is a teaching and learning programme which includes the statutory RHE (Relationships and Health Education) curriculum and has a strong focus on emotional and mental health and wellbeing.

Our principle aims for Personal, Social, Health and Economic Education (PSHE) are for pupils to:

- learn the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online
- learn how to be safe and healthy and how to manage their academic, personal and social lives in a positive way
- understand the importance of wellbeing and develop resilience and character that are fundamental to them being happy, successful, and productive members of society
- know facts about puberty including physical and emotional changes

The core of our PSHE lessons is the statutory RHE curriculum, which is supported by the PSHE Association guidance. The PSHE curriculum has been carefully planned and adapted in a logical progression to ensure that new knowledge and values build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are



identified for each year group through a whole school PSHE progression plan. The sequence develops pupils' understanding of relationships and health skills over time; we use the strands Relationships, Living in the Wider World and Health and Wellbeing as the fundamental building blocks of our PSHE curriculum. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Religious Education

At William Reynolds Primary school, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.



The principle aims of Religious Education- from the Telford and Wrekin SACRE agreed syllabus are:

- To stimulate interest and enjoyment in the education of Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community, and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

RE is taught in accordance with the approved Telford & Wrekin Syllabus for Religious Education (RE). Telford & Wrekin's Agreed Syllabus recognises that religion, worldviews and ways of living are dynamic and real in the lives of individuals and communities across the local community, the nation and the world. The following religions have been selected for study:

Christianity/Understanding Christianity

Islam

Judaism

Hinduism

Buddhism

Sikhism

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.

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

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

"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."

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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
- 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.



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 Miss Shankland 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 School Councillors are responsible for discussing agenda items with their class and providing feedback at school council meetings.

"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."

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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."

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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, Miss. Shankland (SENDCo). Copies of these plans are sent to parents and discussed at Parent/Teacher Consultation Meetings.

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

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.



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 Ruth Angeloff (Assistant Head)

Miss Emma Shankland (SENDCo)

Mrs Wendy Bowen (Teacher)

Mrs Debra Groucott (Inclusion Mentor)

Miss Luran Dawkins (Wraparound Care Manager)

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

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Additional Information

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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 by 9am. 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."

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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."

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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 stud earrings, if their ears are pierced, and a watch (smart watches are not permitted).*** ***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.

Privacy Notice



Privacy Notice - Data Protection Act 1998

William Reynolds Primary School and Nursery is the Data Controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school. We hold this personal data and use it to: Support your teaching and learning; Monitor and report on your progress; Provide appropriate pastoral care and Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE) If you want to see a copy of the information we hold and share about you then please contact Miss Julie Marriott, Head teacher.

If you require more information, please contact the LA or DfE as follows:

Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk email: info@education.gsi.gov.uk
Telephone: 0870 000 2288

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.

