

Our School Prospectus

2024-2025

Contents

General Information	The Head Teacher Statement	Page 3 - 4
	Who was William Reynolds?	Page 5
	The Governing Body 2023/24	Page 6
	Staffing for 2023/24	Page 7
	Vision and Values of the School	Page 8 - 9
	An introduction to William Reynolds Primary School and Nursery	Page 10 - 17
The Curriculum	Curriculum Statement	Page 18 - 24
	Curriculum Subjects	Page 25 - 39
Support for Children	Special Educational Needs and Support for Children with Disabilities	Page 40 - 41
	Gifted and Talented	Page 41
	Safeguarding	Page 41 - 42
	Attendance Policy	Page 44 - 45
	Admission Arrangements	Page 45 - 47
	Uniform	Page 47 - 48
	Privacy Notice	Page 49
	Additional Information	Page 50 - 51

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

<http://williamreynoldsprimary.org/>





Head Teacher: Miss Jasmin Taylor

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 Jasmin Taylor
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 2024/2025

Co-opted Governors
Mr Steve Lill
Mrs Jacynta Walsh
Mrs Jane Tranter (Chair)
Local Education Authority Representatives
Mr David Speakman
Head Teacher Governor
Miss Jasmin Taylor
Staff Governor
Mrs Caroline Langham
Mrs Lauren Dawkins
Parent Governor

Governors carefully check that the school is meeting its responsibilities and support leaders in making the school's vision a reality. The school's success can be measured in so much more than its excellent academic outcomes.

*Ofsted September
2023*

Governors can be contacted through the School Office.

Our School Advisor is Mrs Steph Peters

Staffing for 2023-2024

Head Teacher	Miss Jasmin Taylor		
Acting Deputy Head Teacher	Mrs Ruth Angeloff		
SENDCo	Miss Emma Shankland		
Teaching Staff	Mrs Diane Murphy	Nursery	
	Miss Lisa Lloyd Mrs Heidi Jones Mrs Sarah Dent	Reception Reception	
	Miss Jessica Davies Mrs Hayley Jones	Year 1 Year 1	
	Mrs Julie Wilson Miss Lucy Chadwick & Miss Chloe Walmsley	Year 2 Year 2	
	Miss Charlotte Horne Mrs Priya Bains	Year 3 Year 3	
	Mrs Wendy Bowen Mr James Tagg	Year 4 Year 4	
	Mr Matthew Perry Mrs Christina Peters	Year 5 Year 5	
	Mrs Caroline Langham Miss Clair Trow	Year 6 Year 6	
	Higher Level Teaching Assistants	Mrs Eileen Copeland Mrs Karen Smart Ms Tracy Houlders Mr Alex Bridgewater Mrs Rachel Nash Miss Alexandra Phillips	
	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 480 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 - 1:00pm	Staggered Lunchtime
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, a2158@telford.gov.uk or handed in at the school office:

Monday	Tuesday	Wednesday	Thursday	Friday	Total cost for the week.

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.

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.

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.

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 their homework.

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.

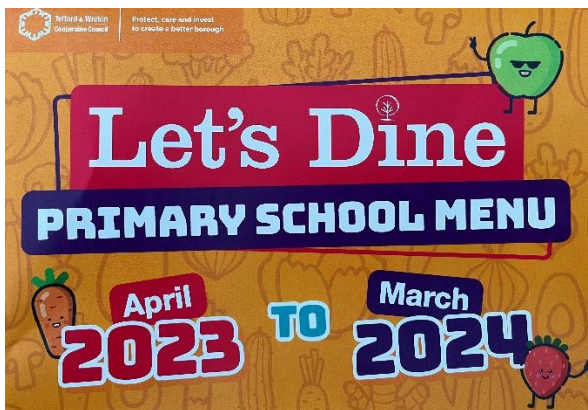
Visitors to the school will only be admitted via the main reception. All visitors are asked to sign in on the on-screen system and are given a Photographic Visitors Badge, which they are asked to wear at all times around the building.

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 £2.60 - this is payable on ParentPay. Please see the school office for passwords and set up instructions.



A detailed weekly menu grid for three weeks. Each week is divided into days (Monday, Tuesday, Wednesday, Thursday, Friday) with specific meal descriptions. The menu includes items like 'Pizza with Selection of toppings', 'Traditional Roast with a Rich & Tasty Gravy', 'Pork Sausage', 'Jackpot Pasta Bar', 'Hot BBQ Chicken Wings', 'Beef Bourguignon', 'Diced Chicken in a Cheesy Curry Sauce', 'Vegetarian Meatballs with Tomato Sauce', 'Crabby Fillet of Fish', 'Mixed Bean Mushroom & Tomato Pasta Bake', 'Chips, Baked Beans, Peas, Seasonal Salad Selection, Homemade Bread Selection, Cookie Selection'. There are also 'FUN FOOD FACTS' boxes and a 'Chip Shop Friday' section. A legend at the top left indicates 'Vegetarian', 'Vegan', and 'Halal' symbols. A footer note states: 'Fresh Fruit available daily, Cheese & Crackers available Monday, Wednesday & Friday. Individual Yoghurts available Tuesday & Thursday. All items subject to availability.'

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
- 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, 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 researched based 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.

"Pupils learn about the importance of respect for everyone, including themselves, through the school's rainbow values. They also see this modelled by staff. Pupils appreciate the way they are asked their thoughts and opinions about how the school is run. This has resulted in pupils who want to make a difference."

Ofsted September 2023



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 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 school's curriculum is designed to a consistently high standard and ensures that pupils' learning is thoughtfully mapped from Nursery to Year 6. There is a shared ambition for all pupils to be successful in the future. The impressive outcomes achieved by pupils mean that they are ready to realise this ambition when they move on to secondary school."

Ofsted September 2023

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 it encompasses a wide **range of knowledge** so that children acquire the knowledge and skills to support them to become life-long learners experiencing success in the future. Our curriculum is based on the **substantive knowledge** which includes the **components (the building blocks)** to support learning. Once these **components** have been acquired by the children, they are then able to use and apply them in a **range of ways**. Once **substantive knowledge** has been formed, our children are exposed to **disciplinary knowledge**, where they are able to apply their prior knowledge, such as exploring how historians investigate the past through use of source work.

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 systematically 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 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.

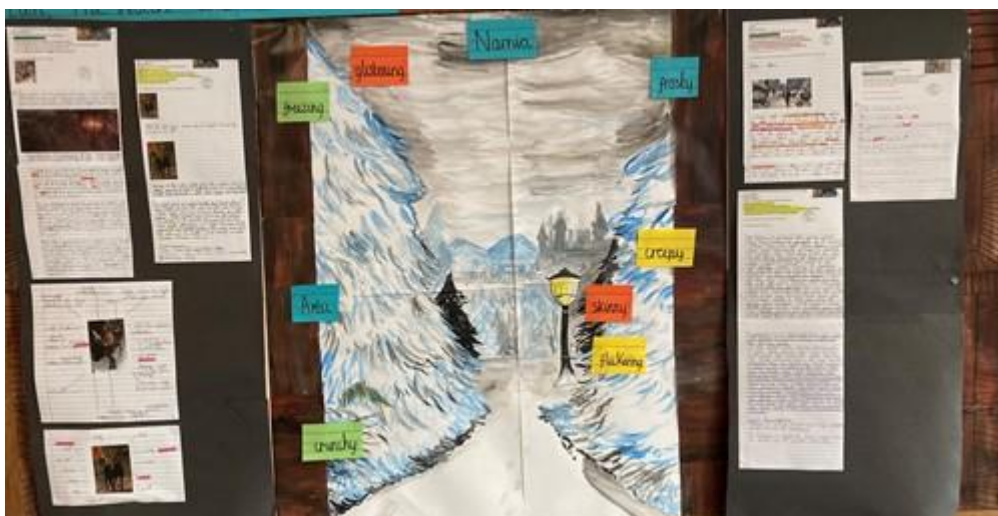
"The school offers many wider experiences for pupils. Pupils' learning about the Romans was enhanced by a museum visit. Other pupils visited the local mosque as part of learning about different faiths. Pupils broaden their skills through clubs, including sewing and the Lego league."

Ofsted September 2023



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.

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 and research 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 September 2023.

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.
- aspiring to be the best that they can be.

"The school's success can be measured in so much more than its excellent academic outcomes."

Ofsted September 2023

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.

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

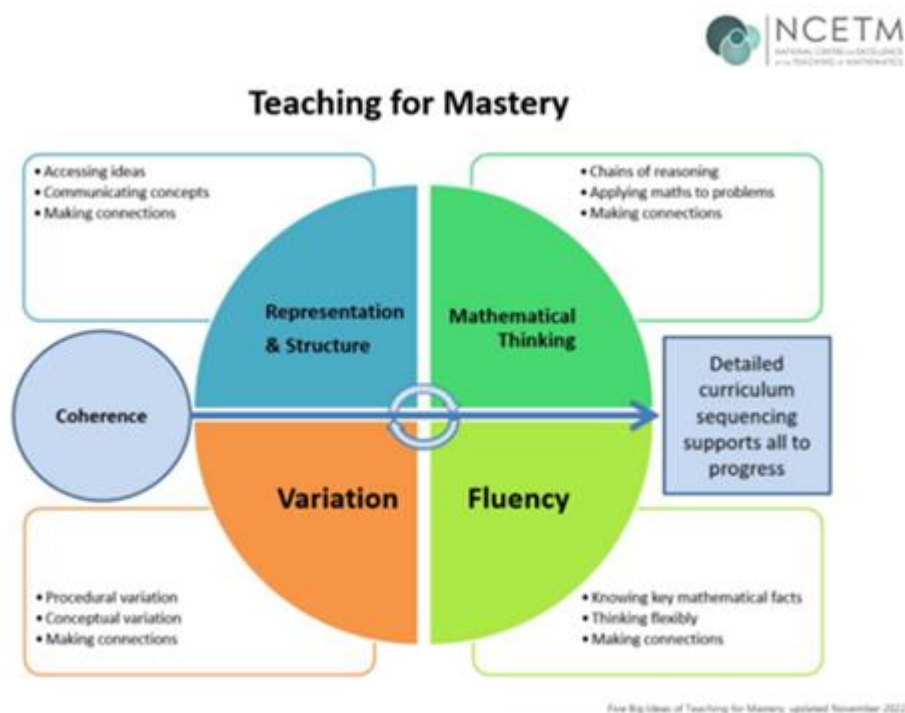
At William Reynolds Primary School, we recognise the importance of Mathematics as a tool for everyday life. Our school delivers a broad and balanced progressive curriculum with a range of cross curricular links.

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 Power Maths, NCETM Professional Development materials and White Rose. Subject leaders researched a variety of mathematics programmes of work and Power Maths was selected due to being recommended by the DfE. The NCETM outlines the fundamental characteristics that underpin teaching for mastery as being **coherence**, **representation and structure**, **mathematical thinking**, **variation**, and **fluency** - commonly referred to as the Five Big Ideas. Power Maths meets the NCETM's criteria for delivering a mastery approach.



Our **coherent** 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 children to know more and remember more. The content of the curriculum is carefully planned - making sure that core mathematical facts, concepts, methods and strategies are systematically acquired. 'Forward-facing' knowledge is also prioritised. The teaching of linked facts and methods is sequenced, taking advantage of the way that knowing facts helps children to learn methods and vice versa. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts. Our curriculum provides access for all children to develop a deep and connected understanding of mathematics that they can apply in a range of contexts.

Efficient, accurate recall of key number facts and procedures is essential for **fluency**, freeing children's minds to think deeply about concepts and problems. Our children are provided with regular opportunities to develop their mathematical fluency, enabling them to move flexibly between different contexts and representations of mathematics, recognise relationships and make connections, and to choose appropriate methods and strategies to solve problems. A high focus on reading fluency throughout school enables our children to read, comprehend and solve mathematical problems with a clear understanding of vocabulary.

At William Reynolds Primary School, we know that the ability to reason mathematically is an important factor in raising academic success - Developing **mathematical thinking** is a high priority of our mathematics curriculum. Children have various opportunities to explore concepts in depth to ensure they can look for patterns, and relationships, make connections, conjecture, reason and generalise. Within the curriculum, problem solving skills are also developed. Children are taught how to identify different problem types and given the strategies required to solve them. Throughout school, we develop resilience that enables all children to reason and problem solve with increased confidence. 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.

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.

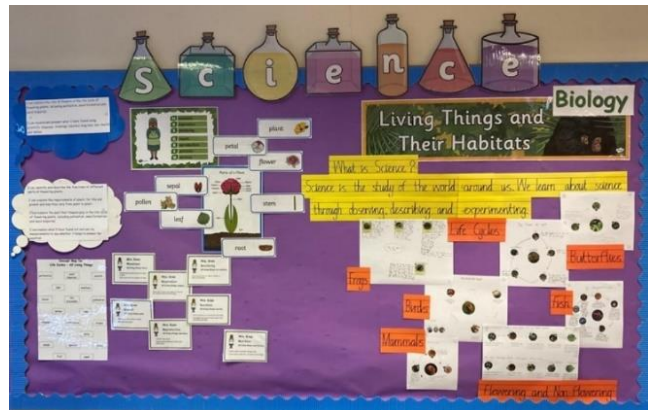
Our three principle aims for pupils in science are:

- 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
- 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



We use the scheme KAPOW to support the teaching of PSHE and RHE.

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.

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.



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.

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 needs of any pupil with special educational needs and/or disabilities (SEND) are quickly identified. Teachers use a range of strategies to ensure that each child receives the specific support they need to be successful in their learning. Whatever their starting points, pupils are supported very well in reaching the same learning goals as their classmates. There is a highly inclusive culture at the school. Bespoke provision, such as the nurture group, help those pupils who may need additional support."

Ofsted September 2023

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.



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 Ruth Angeloff (Acting Deputy Head)

Miss Emma Shankland (SENDCo)

Mrs Wendy Bowen (Teacher)

Mrs Debra Groucott (Pastoral and family support worker)

Miss Lauren Dawkins (Pastoral and family support worker)

Mrs Melanie O'vens (Cover Supervisor)

Mrs Jane Tranter (Governor with responsibility for Child Protection)

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

Communication



Attendance Policy

Admissions Arrangements

Uniform

Additional Information

Medical Information

Privacy Notice

Attendance Policy

William Reynolds Primary School and Nursery believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas - such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium - can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

The school's **attendance administrator is Jo Mabbott** who can be contacted on 01952 388280 or by email at A2158@telford.org.uk. All notifications of absence, evidence of appointments, queries or concerns should be directed to Jo Mabbott, who maintains the school's attendance registers.

Attendance is managed by the **attendance champion (Ruth Angeloff Acting Deputy Head)** supported by the pastoral team. Ruth Angeloff can be contacted on 01952 388280 or ruth.angeloff@taw.org.uk

The school's **Educational Welfare Officer is Toni Bohn**. She can be contacted, via email, at Toni.Bohn@telford.gov.uk. The EWO is responsible for the submission of letters, fines, and any legal proceedings relating to absence. She works alongside the Acting Deputy Head and attendance administrator to analyse and monitor attendance.

Attendance expectations

The school has high expectations for pupils' attendance and punctuality and ensures that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to attend school punctually every day they are required to be at school, for the full day.



The **school day starts at 8:45am**, and pupils will be in their classroom, ready to begin lessons at this time; therefore, pupils will be allowed on the school site from 8:30am. The doors open at 8.35pm for the children to go into class. Afternoon session start at the end of lunch.

Lunch breaks are as follows:

Reception to Year 6	12pm - 1pm
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Pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by 8:45am. Pupils will receive a late mark if they are not in their classroom by this time. Pupils attending after this time will receive a mark to show that they were on site, but this will count as a late mark.
- The morning register will close at 9:15am. Pupils will receive a mark of absence if they do not attend school before this time.
- The afternoon register will be marked within 5 minutes of the finish of the respective lunchtime. Pupils will receive a late mark if they are not in their classroom by this time.
- The afternoon register will close after 15 minutes. Pupils will receive a mark of absence if they are not present.

Attendance procedures

Attendance and safeguarding are intrinsically linked. All members of the team have a duty of care to ensure that we follow our attendance and child protection policies daily.

Parents will be required to **contact the school office via telephone (01952 388280)** before 9:00am on the first day of their child's absence - they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by the close of the morning register to report the absence, administrative staff will contact the parent by telephone call as soon as is practicable on the first day that they do not attend school.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school MIS system.

If you have reported your child's absence, please stay in regular communication with the school. You may receive follow-up phone calls during the week to check in on your child's progress. This is done on a case-by-case basis.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness, or where the EWO has identified the child as having poor attendance.

We have the responsibility to contact parents to investigate reasons for absence, including completing home visits where contact cannot be made by telephone. Our Education Welfare Officer is Toni Bohn, who will carry out home visits, case depending.

Persistent Absence

Once a child's attendance falls to 90% for whatever reason, he/she is automatically defined by the Department for Education (DfE) irrespective of the reason for absence as a Persistent Absentee. Persistent absence is a serious problem for pupils. Gaps in learning leave children at a considerable disadvantage for the remainder of their school career. Statistics show a direct link between poor attendance and underachievement. Such low attendance is well below our school expectations and as such, the school will work in partnership with the parent to improve matters.

Penalty Notice Framework

In line with Telford and Wrekin Council Policy, if your child is absent for 10 school sessions within a 10-week rolling period and that absence is unauthorised, you may be subject to a Penalty Notice fine, criteria is as detailed below.

From August 19th 2024, the Government have introduced a new 'national framework for Penalty Notices'.

- If your child has 10 sessions of unauthorised absence in a 10 school week rolling period, you may be issued with a Penalty Notice. These 10 sessions may include any unauthorised absence, including leave in term time and do not have to be consecutive.
- Penalty Notices are increasing to £160 from September 2024. This can be reduced to £80 but only for the first Penalty Notice issued, if paid within 21 days - this reduction does not apply to any subsequent Penalty Notice.
- Any 2nd Penalty Notice, to the same parent for the same child, issued within three years of the date of the first Penalty Notice will be charged at a flat rate of £160 which must be paid within 28 days.
- A third Penalty Notice will not be issued within a three-year rolling period, to the same parent for the unauthorised absence of the same child, - alternative action or legal measures will be utilised for subsequent offences.

If in an individual case the local authority believes a Penalty Notice would be appropriate, they retain the discretion to issue one before the threshold is met. For example, when a parent purposefully tries to avoid a Penalty Notice by taking their child out of school when there is only four pupil days in school and the fifth day is for example a PD Day or bank holiday attached to that week.

In some circumstances a 'Notice to Improve' may be issued - however, a Notice to Improve will only be used in cases where support is appropriate. They will not be issued in cases of unauthorised leave in term time for holidays, where information for parents is included on school's website or a simple warning by the school that a Penalty Notice could be issued if unauthorised leave in term time is taken will suffice.

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 advertisement features the school's logo on the left, which includes the text 'William Reynolds Primary School and Nursery' around a circular emblem. In the top right corner, there is an Ofsted 'Outstanding Provider' badge. The main text reads 'SEPTEMBER 2024 NEW OFFER 30 HOUR & 15 HOUR PLACES ADMISSION NOW OPEN'. Below this, a section titled 'QUALITY NURSERY PROVISION OUR FEATURES' lists four key points: 'EXPERIENCED NURSERY TEACHER' (Highly experienced teaching assistant team), 'INCLUSIVE CURRICULUM' (Our curriculum meets the needs of all learners), 'ENABLING ENVIRONMENT' (Play-based learning experiences and quality indoor and outdoor provision), and 'STRONG PARTNERSHIPS' (Parents and school working together for the children). The bottom of the ad contains contact information: a phone number (+01952 388280), an email address (A2158@telford.gov.uk), and a website URL (https://www.williamreynoldsprimary.org/).

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 Jasmin Taylor, 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.

