

# WEST ROAD PRIMARY SCHOOL



West Road  
PRIMARY SCHOOL

School Prospectus  
February 2017

**tolearn togrow together**



**tolearn togrow together**

West Road Primary School, West Road, Moorends, Doncaster DN8 4LH

Telephone: 01405 812734 Fax: 01405 740874

[www.westrd.doncaster.sch.uk](http://www.westrd.doncaster.sch.uk) [admin@westrd.doncaster.sch.uk](mailto:admin@westrd.doncaster.sch.uk)

## Introduction

West Road Primary School is a community, co-educational primary school catering for pupils between the ages of 3 and 11 years of age. It has a 78 place nursery unit and numbers on roll are currently **389**.

We look forward to welcoming you and your child to our happy and lively school.

West Road Primary School has a dedicated and friendly team of staff whose main aim is to ensure that your child achieves his or her full potential in a safe, stimulating environment.

We have an active and supportive Governing Body which helps to ensure the school's continuing development and progress.

We hope that this booklet will tell you much of what you need to know but if you would like to visit the school or talk about any aspect of your child's education, please contact the Headteacher.

We are confident that, in attending our school, your child will gain knowledge, skills and a positive attitude to learning and will be well prepared for the future as a confident citizen in the community.

We have the highest expectations both socially and academically for all our pupils.



## Mission Statement

We value and respect ourselves and everyone in our wider school community.

We are totally committed to equality of opportunity and actively oppose all forms of discrimination.

We strive to nurture a love for, and life-long enjoyment of, learning.



## Our Aims

As a school we aim to:

- ensure that the academic and personal development , including the behaviour, of all children is of the highest possible standard
- promote teaching and learning of the highest quality
- offer a stimulating, creative and enriched curriculum for all children
- encourage pupils to think for themselves, to take responsibility for making necessary decisions and to become independent learners, developing skills necessary for living in an ever-changing world
- support everyone in raising their confidence, self-esteem and sense of self-worth, through positive recognition of their achievements



## The School, its Site and Buildings

West Road Primary School has recently invested in new, up-to-date technology to ensure our children have the best resources available in school. We have also recently invested in our outdoor learning space and the children thoroughly enjoy learning in this environment. There are playgrounds at both sides of the building, marked out for a range of outdoor activities and containing seating for the children. The school is built around an attractive quadrangle which is used as a teaching resource, with its lawns, flower beds, trees, and stage.

Each teaching area is equipped with an Interactive White Board which enhances the learning experience for the children. We have numerous smaller work areas which are used for group work and intervention activities.

The Nursery area is self-contained and includes two large work and play areas as well as an enclosed outdoor activity area with a shuttered canopy.

The Reception and Year 1 area is of open plan design, with designated areas for the many activities provided by the nine members of staff, including three teachers. It has its own self-contained outdoor play area which also has a large canopy with shutters.

To the rear of the school there is a large playing field area which includes football and rounders pitches and the outdoor learning space. There is also a 'trim trail' which is a wooden climbing activity trail.

## Ofsted Inspection of the School

The school's most recent Ofsted Inspection was in September 2014. It stated that we are a good school because:

- Pupils' achievement is good because they make good progress throughout the school in reading, writing and mathematics.
  - Children in the early years make good progress and are well prepared for their next stage of education.
  - Teaching is good. The work set for pupils is interesting and helps them to learn well.
  - Skilful questioning challenges pupils well. Pupils answer questions fully which supports good learning and understanding for all of the class.
  - Teaching assistants provide high quality support for pupils' learning in class and for small groups of pupils outside the classroom.
- Pupils behave well and lessons flow smoothly. They say they are safe and enjoy school.
  - The curriculum provides a wealth of exciting opportunities that broaden pupils' experiences. In particular, there are many opportunities for pupils to produce high quality writing in a large number of subjects.

## Basic Skills Quality Mark - May 2013

The school has just been awarded the Basic Skills. The award is recognition for our support and teaching in the basic skills within literacy and numeracy. Some of the report has been outlined below:



*'West Road Primary School continues to fully meet all the criteria for the renewal of the Basic Skills Quality Mark. This was demonstrated in a whole school approach to improving standards in literacy and numeracy, with evidence of the impact, of the introduction of the, 'Read, Write, Inc' phonics scheme as well as Big Maths. An examination of the detailed and thorough bank of evidence, which included an informative self audit, clearly showed the strong commitment to improving the basic skills. The quality of the organisation of evidence was excellent and the staff should be commended for the presentation of this evidence. Teachers and support staff, are equal partners in the teaching/learning process, making a valued and impressive contribution.*

*The quality of staff relationships are impressive features. Procedures such as regular target setting and cohort action plans, where individual pupils' needs are identified, in consultation with staff and intervention groups are well established. The school has a lovely harmonious atmosphere and presents a very good learning environment, with high expectations of work and behaviour.'*

Regular internal monitoring and classroom observations are carried out to show that the majority of lessons delivered to all age groups are 'good' or better and that the school continues to make progress in all areas of provision.

## **The Governors**

*Dear Parents and Carers,*

*On behalf of all the Governors, welcome to West Road Primary School.*

*At West Road Primary School governors, staff, parents and children work as a team, building on success, in an atmosphere of care where everyone feels valued.*

*As Governors we become involved with a variety of issues including finance, pupil welfare, public relations, building/grounds maintenance and staff appointments. However, without a doubt, we consider that our most important role is to monitor the welfare and education of the pupils. We are justifiably proud of the children in our school.*

*In addition, this is an opportunity for me to thank all the parents who encourage and support their children so admirably. In a school, such as ours, parents take a great interest in their child's learning. During the early years of primary education academic, personal, social and creative skills are nurtured and developed. The strong partnership, which already exists between school and community, underpins the ethos, which is so characteristic of West Road Primary School.*

*Governors are appointed to ensure that objectives are met and that planning for the future is both visionary and realistic. We are here to support and encourage the Head teacher and all school personnel so that children have access to an enriched education and the opportunities they deserve. Parents and governors have key roles in helping West Road Primary School to maintain high standards for all our children both now, and for future generations.*

*With my best wishes,*

*Alan Pettigrew*

*Chair Governors*

## Governors' Statement of Curriculum Aims

Our children are encouraged to accept and appreciate each other, to share together and to work together. An understanding of the school as a community is considered to be essential. Similarly, children should be encouraged to begin to develop an awareness of other communities, cultures and religions. All children are entitled to a broad and balanced curriculum to enable each one of them to reach his or her full potential. Certain elements of topic work, class work and individual teaching aim to prepare children for full involvement in social, family and community life.

Formal and informal meetings with parents and children concerning pupils' work form a fundamental part of the on-going dialogue between parents and teachers. At such times, realistic decision-making about a child's future may be considered.

The Governors of the school meet at regular intervals throughout the year to discuss items related to finance, school buildings, staffing, resources and equipment, curriculum and Health and Safety. The Governing Body consists of:

- Parent Governors
- Local Authority Governors
- Staff Governors
- Community Governors
- The Headteacher

Any parent who may be interested in contributing towards the management of the school may wish to consider putting themselves forward for nomination when the time comes for Parent Governor elections.

At present the Governing Body is:

<b>Chairperson</b>	
Mr Alan Pettigrew	L A Governor
Mrs D Heneghan	Staff Representative
C McCormack	Co-Opted Governor
Mr A Singleton	Co-Opted Governor
Mrs J Raper	Co-Opted Governor
Mrs P Woodward	Co-Opted Governor
Mrs E Walker	Co-Opted Governor
Mrs K Thompson	Headteacher
Mrs J Semley Deputy Head	Co-Opted Governor
Mr M Carlin	Co-Opted Governor
Mrs S Durant	Co-Opted Governor
Ms Julie Woodward	Associate Governor
Mrs Julie Nassau	Parent Representative
Mrs Ward	Office Manager - Associate Member
	Clerk to the Governing Body

## School Staffing: September 2015

The current staffing of the school is as follows:

Headteacher	Mrs K Thompson
Deputy Headteacher for Safeguarding and Inclusion and SENCO	Mrs J Semley
Deputy Headteacher for Standards/ Early Years	Mrs D. Heneghan
Deputy Headteacher for Standards/ Key Stage 2	Ms J. Woodward
Key Stage 1 Leader	Mrs R Brumwell
Teachers	Mrs A Aldsworth
	Mrs L Lambert
	Miss L Bradley
	Mrs A Dixon
	Miss A Lambert
	Mrs J Dixon
	Mrs G Saxelby
	Miss G Gossop
	Mr T Rich
	Mrs C Driver
	Miss S Richardson
	Mrs R Thorn
SENSO	Mrs B Wildey
Family Support Worker	Mrs L Holloway
Behaviour Support	Mr M Hookway
Senior Early Years Practitioner	Mrs N Goldsworthy
	Mrs S Evans
	Miss J Espley
Senior Teaching Assistants	Miss J Morton
	Mrs S Linley-Jones
	Mrs J Sherburn
	Mrs T Jackson
	Mrs D Garth
Teacher Assistants	Mrs L Broadbent
	Mrs J Brandon
	Mrs M Mackenzie
	Mrs B Sheppard
	Mrs K Taylor
	Mrs R Abbott
	Mrs M Pearson
	Mrs S Berry
	Mrs L Appleby
	Mrs M Kulawik
	Mrs L Sutton
	Mrs S Hookway
	Miss D George
	Miss Tymon
School Business Manager	Mrs A Ward
Administrative Assistant	Mrs A Essex
Administrative Assistant	Mrs T Tuplin
Administrative Assistant	Miss N Anderson
Site Supervisor	Mr W Roe
School Nurse	Mrs Pat Kemp

## Admission Criteria

Children from 3 to 11 years may be admitted to West Road Primary School. Nursery admissions are subject to set criteria in accordance with Doncaster Metropolitan Borough Council guidelines. For the main school the standard admissions number for rising 5's is 50.

Children may be admitted to the Nursery when they are 3 years old. We have three admissions to Nursery in September, January and after Easter. We offer the full 15 hours entitlement in either 5 morning sessions or 5 afternoon sessions of 3 hours each day. Children are admitted to full-time statutory education at the beginning of the school year in which they become five years of age.

Admission arrangements for Doncaster Borough schools are now dealt with centrally by Doncaster Metropolitan Council's Children and Young People's Department. Parents wishing to enrol children for admission to the school should in the first instance contact the school office.

Places in both the Nursery and Reception are in demand and so parents need to register their interest in a school place as early as possible.

The Headteacher is most happy to give prospective parents a guided tour of the school – just telephone to make an appointment. Parents transferring their children to or from another school are invited to inform the Headteacher and discuss the issues involved in a transfer.

New pupils are admitted to the school unless the relevant year group is full. If the number of requests exceeds the standard admission number, parents have the right of appeal against any refusal to admit. The procedure for appeal is outlined in the Doncaster Local Authority Booklet "Information for Parents", a copy of which is available at the school.



Merton Park, York



## The Stages of Primary Education

### The Foundation Stage

The school runs two, 39 place Nursery sessions each day:

**Morning Session - 8.30 am until 11.30am**  
**Afternoon Session - 12.15pm until 3.15pm**



On enrolment in the Foundation Stage, a child is, after consultation with the parent, admitted to either the morning or afternoon session

Before your child starts in Foundation Stage, the staff will usually visit your child at home and invite parents to visit the Unit at a later date to familiarise themselves with where their children will be educated .

Whilst a child is in the Foundation Stage we aim to provide a friendly, secure and exciting environment in which the child will feel confident and happy.

### Key Stages 1 and 2

For children attending school on a full-time basis the sessions are as follows:

Reception/Year 1    Morning Session - 8.55 am until 11.45am  
                                  Afternoon Session - 12.45 pm until 3.00pm

Year 2                    Morning Session - 8.55 am until 12.00 noon  
                                  Afternoon Session - 1.00 pm until 3.00 pm

Upper Primary        Morning session - 8.55 am until 12.15 pm  
                                  Afternoon session - 1.00 pm until 3.00 pm

Children should arrive each day in reasonable time for school i.e. no more than ten minutes before the session begins. We open our doors at 8:45 a.m. The class teacher will collect the children from the playground and escort the children in to class. School starts promptly at 8.55am.

We feel it is advisable for all children to be brought to school and collected from school by an adult. Children in Nursery/Reception and Years 1 and 2, for safety reasons, must be collected by an adult. Please inform your child's class teacher in advance if you will not be collecting your child at home time, providing details of the person who will be doing this. If it is necessary for a child to leave school during the actual school session, then he/she must be collected by the parent, guardian or an adult about whom the school will have been informed previously.

For security reasons, entrance to school during school sessions is restricted to access via the main reception area at the front of the building.



The Lion the Witch and the Wardrobe

### **Breakfast Club**

The school runs a Breakfast Club each morning from 8.00am. The charge is presently £1.00 (If eligible for Free School Meals – 75p) a day and for this the child receives a healthy and nutritious breakfast of cereal and/or toast with beans or egg and a drink. There are a range of games and activities in the school hall for the children to play with once they have had their breakfast.

We serve breakfast until 8.25am. This leaves the staff time to clear away before school starts at 8.55am

### **Class Organisation and the Grouping of Pupils**

The class organisation changes from year to year depending on pupil numbers in each year group. Some of the classes may be a single year group and some will be mixed age classes. All our classes include boys and girls of mixed abilities. As a consequence the teachers group pupils in a variety of ways for different activities. These might range from assemblies of the whole school, through class teaching, to the use of small groups or activities involving an individual pupil. However the pupils are grouped, there will be a match between the nature of the task set and the capabilities of the pupils.

The purposes for which pupils are grouped will vary:

- for some activities it may be important for all pupils at the same level of attainment to work together
- the National Curriculum requires the development of collaborative skills and working in groups to develop social skills, mutual support and leadership skills
- the optimum deployment of resources may allow only small groups of children to be engaged on a practical activity
- grouping can allow teachers to concentrate their time on groups, which require support while other groups work on practice or consolidation which needs less constant teacher attention.

Provision is made for every child to work at his or her own level and pace. This ensures that all children are given the opportunity to achieve the full potential of which they are capable.



An Indian dancer visited our school

## **The School Curriculum**

### **The Curriculum for the Foundation Stage**

The Early Years curriculum, both in the Nursery and the Reception Class, provides a wide range of experiences and activities necessary to fulfil the aims of the school and to work towards the Desirable Outcomes for Children's Learning, which are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematical
- Understanding the World
- Expressive Arts and Design

The Headteacher will be happy to provide details about Early Years educational programmes and the admissions policy.



Parent workshop making a puppet theatre with the children– Key Stage 1

## **The General Curriculum of the School**

At West Road Primary School we provide a full, broad and balanced curriculum which offers a wide range of opportunities to all pupils so that they develop to their full potential. Children acquire skills through activities that are imaginative, creative, stimulating, varied and enjoyable, set in an atmosphere of industry and purposefulness. Emphasis is placed on literacy and numeracy in order to provide a focus on the core elements of the curriculum. Our approach to literacy in the Foundation stage and Key Stage 1 is through 'Read Write Inc' and 'Talk for Writing' which provides a solid approach to reading and writing through learning and applying phonic knowledge.

The school has implemented the New National Curriculum fully since September 2015. However, our thematic approach is still very evident in our planning and our classroom work. Examples of some of the themes for next year are 'Dinosaur Planet', 'Towers Tunnels and Turrets', 'Scrumdiddlyumptious' and 'Off with her Head!'. The themes have been chosen to engage and excite our children in their learning providing excellent progression in the key skills and understanding.

Maths is taught using the 'Maths Makes Sense' approach in Key Stage 1. This is a carefully designed maths programme that uses special vocabulary, physical actions and concrete objects to help all children become confident mathematicians. Maths Makes Sense is used in Key Stage 2 where it is beneficial for the children.

## **Religious Education and Collective Worship**

Religious Education syllabus reflects the fact that religious traditions in Great Britain are, in the main, Christian, whilst taking account of the main precepts of the other principal religions represented in Great Britain. The school has no particular religious affiliation. All the children meet together for a daily act of collective worship. During the term many of our Friday assemblies are led by a class sharing their work with the other children and their parents.

Parents who wish to withdraw their children from religious worship and education should contact the Headteacher so that special provision may be made for those children during times when collective worship and religious education are taking place.



## **Sex Education**

The 1993 Education Act requires Sex Education to be provided as part of the National Curriculum. Sex Education is not taught as a separate subject in school although related issues may be met in the Science and Health Curriculum. We do deal with sexual matters and changes in puberty naturally and sensitively when the need arises. In the final years all the children are told about changes, which occur during puberty and aspects of sexuality. The school staff, or a medical professional, lead the older children in a session dealing with this subject in a sensitive and informative manner during the Summer term.

Parents are informed when this session is to occur. They are also invited to chat with the teacher to ask questions and to express concerns.

The class teacher and the school nurse work as a team when working with the children.

## **Healthy Schools Initiative**

The school fully supports the message of the Healthy Schools Initiative which aims to keep all children safe and physically and emotionally healthy. The work supporting these important messages permeates the whole curriculum and extra-curricular activities in the school. It also reinforces the message of Every Child Matters:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being



Police and Fire Museum Sheffield

## Formal Assessment of Pupils

The school monitors each child's progress on a regular basis. Teachers make formal and informal assessments as part of their day-to-day routine. Children are assessed every half term to monitor progress and formally through standardised tests at the following times:

<b>Year Group</b>	<b>Test</b>	<b>Time</b>
<b>Reception</b>	<b>Foundation Stage Profile</b>	<b>Throughout the year</b>
<b>Year 1</b>	<b>Phonics Spelling, Punctuation and Grammar</b>	<b>May</b>
<b>Year 2</b>	<b>Key Stage 1 Tests: Maths, Reading, Writing and Spelling, Punctuation and Grammar</b>	<b>May</b>
<b>Year 6</b>	<b>Key Stage 2 Tests: Maths, Reading, Writing and Spelling, Punctuation and Grammar</b>	<b>May</b>

## Special Educational Needs (SEN)

From time to time during their education children may need extra help with their work. If your child's teacher thinks he/she will benefit from more individual attention we try to provide that support in school. If a child is identified as needing additional support, they may be placed on the school's Special Educational Needs register and an SEN Support Plan will be written by their class teacher. This plan will set out highly-personalised targets to support the child's progress and identify strategies that can be used to support the child. This plan will be reviewed regularly with the child and their family to ensure the child's needs are being met.

Each class teacher, in conjunction with the Special Educational Needs Coordinator (SENCO), will also write a Provision Map outlining the additional support that is being delivered for each child that needs this. The outcome of the interventions is monitored and the provision reviewed and adjusted as necessary.

Sometimes a child may receive additional support from a specialist from the Doncaster Special Educational Needs Support Service. This will usually be for more specific needs such as a visual or hearing impairment. Some children may only need this support for a short time whilst others may require longer-term support in order to join in with classroom activities successfully.

Parents are always informed of our concerns and encouraged to be actively involved in the processes related to SEN. They are invited to attend meetings with the class teacher, the Special Educational Needs Coordinator and any other professional who is working with the child in order to discuss and review their child's needs and progress. The Head teacher or the SENCO are always willing to discuss with parents any concerns or questions relating to our SEN procedures.

If a child is still causing concern, with parental permission we may ask for advice from the Educational Psychologist. In a few cases, the Local Authority will be asked to carry out a

formal assessment of the needs of a child. An Education and Health Care Plan may be put in place outlining the needs and provision for the child.

The school's Special Educational Needs Policy is reviewed every year. Children identified as having a special need will follow a graduated response to the need and additional provision will be put in place to support them.

## Homework

From early in their primary education children will often be asked to read at home and to learn spellings/tables. They may be asked to continue their research into matters of interest in their own time and these requests will help prepare them for more formal homework later in their school career as they approach the secondary stage.

Each Key Stage often has half termly homework projects reflecting aspects of the themed work taught in class – this is an opportunity for parents and children to work together and extend the children's learning.

We would ask that parents read to their child, whatever their age, as regular reading benefits all children. Towards Year 6, children may be given set revision tasks in preparation for Key Stage 2 Standard Assessment Tasks (SATs).

## Extra-Curricular Activities

Children may join in a range of extra-curricular activities after school. All these activities are of great value to the life of the school as a whole. Your permission is always sought before your child is allowed to stay for an after-school activity. Should you wish to offer any help with these after-school clubs, please contact the Headteacher.

The activities on offer may change from term to term but the school seeks to offer most of the following on a regular basis:

- Computer Clubs
- Craft Clubs
- Choir
- Sports
- Street Dancing

Children are given opportunities each new term to join or rejoin clubs.

There is a often small charge for participation by pupils in school clubs to cover resources and running costs.



## **The School Council**

West Road Primary School has a well established School Council, which allows every child to have a voice on, and be consulted about, a wide range of matters. Two children from each class in Years 2 to 6 are voted by their class onto the School Council Representative Group. This group meets regularly to discuss current issues and then feeds back to each class. Each class has its own Class Council which listens to the feedback and sends a response back to the School Council Representative Group. When taking part in this initiative, our Foundation and Year 1 children are supported by an elder member of the School Council Representatives Group.

The School Council deals with a very wide range of issues such as pupil behaviour, playground activities, the aims of the school, Healthy School issues and all aspects of fundraising. The Council have recently been involved in the work of the Anti-Bullying Charter Mark, Race for Life and sponsoring Guide Dogs for the Blind.

Every child is a member of the School Council. The school believes that this encourages children to have ownership of problems and their solutions, gives them a sense of responsibility and helps them develop good communication skills and the ability to share.



## **Parents and the School**

We hope that you, as parents, will find the school a welcoming and supportive place. We consider that education is a partnership between parents and the school.

An exchange of information between parents and teachers about a child is very beneficial.

You will be invited to an initial meeting in the Autumn Term to discuss the progress of your child and to talk about any worries or concerns you or your child is experiencing. In the Spring Term you will again have the opportunity to view your child's work and discuss educational problems and achievements at a meeting with the class teacher.

During the Summer Term you will receive your child's annual written report. The report will contain comments on how your child is progressing in English, mathematics, science and the other National Curriculum subjects. It will also cover how well your child gets on with other children, behavioural concerns, the next stage of development and how you can support your child in this process. There is also an opportunity for you to discuss the report with the class teacher if you would like to.

Informally, our door is always open and you are most welcome to come to school and discuss problems or give us information about your child which might be relevant to his/her well-being at school. As you will appreciate, it will not always be possible for you to talk to the class teacher or Headteacher during school hours. Making an appointment by telephone can avoid disappointment and a wasted journey.



## Pupil Attendance and Punctuality

We value attendance very highly and monitor it very closely.

The school wishes to work with parents to ensure regular attendance and punctuality.

It is important that you let us know if your child is absent from school for any reason. If we do not hear from you then it is school policy to contact parents to check the reason for absence.

The school also monitors the punctuality of pupils and should a pupil be found to be arriving late for school sessions on a regular basis parents will be contacted concerning the matter.

Should your child be unable to do PE, games or swimming, the class teacher must be informed of the reason or problem.

We will also require a note from parents if your child is to leave school for any reasons during the day.

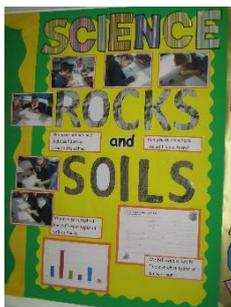
Children are not allowed to leave school by themselves in school time without written consent.

Should your child be taken ill or injured at school, we will contact you initially.

If you are unavailable then we will telephone your emergency contacts using the numbers you supplied.

Please make sure the school is informed of any alterations to contact details.

Parents are asked to note that schools are no longer allowed to authorise children going on **holiday during term-time** unless there are very exceptional circumstances. Holiday forms are available from the school office.



## School Discipline

At West Road Primary School we believe it is important that children develop a sense of pride and responsibility towards themselves, their work, the school and its environment, and towards their own and other people's property.

### Code of Conduct

- Children should make every effort to attend school regularly and arrive punctually at school and to all lessons
- Children's safety is of paramount importance. Children should move around school in an orderly manner and play within the agreed areas with no unruly or aggressive behaviour
- Children should follow the guidelines on school dress and, as stated in this prospectus, with the exception of wrist watches, the wearing of jewellery is strongly discouraged
- A child is NOT allowed to leave the school premises during a school session without a request from his or her parent or guardian

Good behaviour is essential to create an effective learning environment. The school has a rigorous and systematic 'Behaviour Expectations' system in place for dealing with behaviour. We promote many positive approaches giving praise readily and have a successful reward structure in place. The procedures are shared with all pupils and we feel that it is important for all parents to understand them and to support school. Unacceptable behaviour is dealt with consistently and parents will be informed.

The Behaviour Expectations are available on the website.

### School Uniform

We strongly recommend that all children wear the school uniform as it gives a sense of belonging to our school:

- Knitwear..... Navy blue
- Trousers, skirts or pinafore dresses Grey, black or navy blue
- Shirts or blouses..... White
- Tie..... Blue and red
- Footwear..... Black

All items of clothing and footwear should be clearly marked with the child's name and class number.

The Governing Body does not allow the following for safety reasons:

- Jewellery or body piercings of any description. This includes beads woven or threaded into the hair.
- Trainers with wheels

In addition nail varnish should not be worn.

Children participate in a wide variety of practical activities – craft, art and cookery. Protective clothing is available for some activities but it would be helpful if parents could provide an old shirt for painting. Please note that paint stains can usually be removed with cold water and household soap, and glue with cold water.



## **PE Kit**

For Physical Education the following items of clothing are required:

- One pair of blue/ black shorts
- Plain white T-shirt
- One pair of outdoor pumps or trainers
- Suitable clothing for outdoor games

If a change of clothing is not supplied, children will still take part in all activities and wear a spare kit available from school.

## **Clothing for Swimming**

As part of the National Curriculum work for Physical Education, all Year 5 pupils have weekly swimming lessons at Thorne Leisure Centre. The school will provide transport for this each Monday morning.

Your child will need appropriate swimwear and a towel. Girls will require a one piece costume. Boys will require swimming trunks. Shorts of any kind or cut off trousers are not allowed by the Local Authority safety regulations. A waterproof bag is essential to put wet items in - a plastic carrier bag will be quite adequate.

Children may wear goggles. If your child wishes to wear goggles he/she will require a note giving your permission and stating that you accept responsibility for this. Please do not send your child to swimming with any aerosol can, hair gel or hairspray.

Children with asthma must always have their inhalers with them when attending a swimming lesson. The swimming instructor is not allowed to admit them in to the pool if they have forgotten their inhaler.

## Items of Value and Toys for Morning Playtime and Lunchtime

Problems often arise as a result of children 'swapping' items of value to themselves such as pocket toys, stickers etc. These incidents can lead to emotional upset and can be very time consuming to deal with. It is in your child's best interest that such items, including pocket money, are left at home.

## Your Child's General Welfare

Each class teacher is responsible for the pastoral care of the children in his or her class.

The school nurse visits school regularly. Alternatively, if you have any medical concerns contact Thorne Health Centre on Thorne 812435.

The Education Welfare Officer (EWO) is also available if you would like advice on any aspect of your child's welfare. Please look on Doncaster Council's Website under attendance and pupil welfare for more information.



## School Meals

### Paid Meals

A midday, limited choice meal with a salad bar and sandwiches is offered daily to all children attending full time school. The cost is £2.00per day - £10.00 per week. Meals must be paid for in advance on MONDAY. Please make cheques payable to DMBC.

### Free School Meals

Free school meals are available to all children up to the end of Year 2 and certain children subject to the parents' financial situation. If you wish to apply for free school meals, you can apply online through Doncaster Council's Website or application forms may be obtained from the school office.

Please note that if a parent whose child is in receipt of free school meals ceases to be eligible for Income Support Benefit they must inform the school and the Directorate of Financial Services (Doncaster Metropolitan Borough Council) immediately. Payment for school meals must be made from the date eligibility ceases.

### Packed Lunches

Parents and children may choose to bring packed lunches from home to consume at school. We ask that these lunches are healthy and balanced to ensure the children receive a nutritious meal in the middle of the day. Drinks in cans or glass bottles must not be included, all drinks should be in a plastic or metal container. All packed lunches must come to school in a sealed box or container bearing your child's name. Please do not put

nuts of any kind in your child's packed lunch as we have children in school who have severe nut allergies. For health reasons sweets or chocolates should also not be included in the packed lunch. Please see our packed Lunch Policy on the school website.



## **Milk**

A charge of 18p per pupil per day is made to parents who wish a child to have milk at school. Milk is available for children from the age of 5 until the end of the school year in which they are 7 (Year 2) at the charge outlined above.

However, children in receipt of free school meals and children under the age of 5 are eligible to receive milk free of charge, although parents must register for this with 'Cool Milk' via their web site [www.coolmilk.com](http://www.coolmilk.com) or by application form. If you have any queries regarding this please contact the school office.

## **Fruit**

Fresh fruit and raw vegetables are offered daily to all Foundation and Key Stage 1 pupils, free of charge. Older children may bring their own fruit from home to eat at playtime.

## **Pupils Travelling to School by Bicycle**

Subject to parental consent, Year 5 and Year 6 pupils are allowed to travel to school on their bicycles once they have completed their cycle training provided through school. They may leave their bicycles in the bicycle racks provided. Please supply a secure lock for securing your child's cycle when in school. There is to be no riding of bicycles, scooters or other "vehicles" on the school paths and playgrounds.

## **The Car Park and Safety**

The car park at the front of the school is out of bounds to children at all times. Your child's safety is of paramount importance. Please do not use the main double car park gates to our school grounds, when bringing pupils to school.

No cycling is permitted within the school grounds. Please do not bring dogs into the school grounds or exercise them on the school field.

## **Visits within Walking Distance of the School**

From time to time a teacher may arrange for a visit to the local library, church, shops or other local venue within easy walking distance of the school to take place in conjunction with class work. Full staff supervision applies in the case of such visits in the same way as for activities when children are in school.

## Visits out of School

Parents are informed on occasions when class or school visits to places further afield may be planned. On such occasions information concerning the possible cost of the visit is provided in accordance with the school's charging policy see below and Appendix 3 and parental approval to a child's participation in the visit is sought.

### Looking for minibeasts!



## Charging Policy

The school's Charging Policy for this school is given in Appendix 3 at the end of this booklet. Small monetary contributions from parents are requested from time to time to support certain activities, in which children participate and whilst they are voluntary, these activities may have to be cancelled if they are poorly supported. Many enrichment activities are provided during the school year which in most cases are fully subsidised by the school.

Older children are encouraged to join residential trips and in such cases families in receipt of Income Support benefit can claim remission of charges for board and lodging when school visits fall mainly in school time.



Years 5/6 enjoying Shakespeare

## **Child Protection**

Parents should be aware that the school is required to take all reasonable action to ensure the safety of its pupils. 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, the Headteacher is obliged to follow the Child Protection procedures established by the Doncaster Children's Services Trust and inform Social Services of the concern. The 'Child Protection Policy' is available to view on the school website: [www.westroadprimary.co.uk](http://www.westroadprimary.co.uk)

## **Smoke Free Environments**

The school and all the grounds are a smoke free area. We would ask all visitors to the school to respect this and refrain from smoking on the school premises or immediately outside the school gates.

## **School Terms 2015-16**

Term dates for the school year 2015-16 are as follows:

<b>Autumn Term 2014</b>	Tuesday 1st September to Friday 23th October Monday 2nd November to Friday 18th December
<b>Spring Term 2015</b>	Monday 4th January to Friday 5 <sup>th</sup> February Monday 15 <sup>th</sup> February to Friday 18 <sup>th</sup> March
<b>Summer Term 2015</b>	Monday 4th April to Friday 27th May Monday 6 <sup>th</sup> June to Tuesday 19 <sup>th</sup> July

**INSET DAYS for teachers (Holidays for children) – 1<sup>st</sup> and 2nd September 2015– 4th January 2016 – 18<sup>th</sup> and 19th July 2016**

The dates of main school holidays are set by the Local Authority.

## **Arrangements for Dealing with Complaints**

If you become concerned in any way about your child's education, it is important that you contact the school. As a first step you should discuss your concern with the class teacher. If you are still concerned, you should arrange to see the Headteacher, who will attempt to resolve the issue. If this is not possible, the Headteacher will provide full details of the means by which you may complain to the Governors in writing.

The school operates a formal procedure. Details of this policy are set out in Appendix 6 of this booklet.

## **Racist and Homophobic Incidents**

The school is required by law to keep a formal record of any racist or homophobic remarks or incidents involving any member of the school community. This has to be forwarded to the Local Authority at regular intervals.

## **Additional Information**

Copies of school policies and the School Improvement Plan are available in school for inspection. Please contact the Headteacher for further information. Some key policies are available on the school web site.

## Progression to Secondary Education

At the age of 11 years the majority of children transfer from West Road Primary School to Trinity Academy with a smaller number moving on to Ash Hill Academy.

## Currency of Information

This prospectus contains information for parents in respect of the school year 2015-16

The contents of this document are correct at the date of printing (November 2015) but it should not be assumed that there will not be changes affecting the information during or after the year in question.



Having fun in the Nursery

## And Finally...

No booklet could ever hope to cover all aspects of your child's time in our care. The school prospectus is not meant to be a substitute for personal contact with the school. ***Please do not hesitate to approach the school if you need any further information.*** You are always welcome and we look forward to meeting you!



## **Appendix**

### **Charging and Remissions Policy**

As a Community School, West Road Primary School provides free education including books, equipment, and materials and ingredients for practical subjects.

In respect of items produced by pupils in practical lessons and with regard to educational visits, the following arrangements will apply:

1. Where parents wish to retain a finished product made in school by their child, then a charge may be levied to cover the cost of the materials used, if the materials were of substantial cost.
2. Where board and lodging costs apply in the case of an educational visit taking place during school term, these may be charged to the parent.
3. Voluntary contributions may be sought from parents to contribute to transport costs for residential school visits taking place during school terms.
4. The above-mentioned charges will be remitted for parents in receipt of income support/family credit.
5. Parents may be required to meet the full costs of residential visits when the number of school sessions is less than the other half days of the residential visit.
6. Voluntary contributions will be sought to support non-residential educational visits taking place in school time. Children of parents who do not make a voluntary contribution will not be denied the opportunity of taking part in a non-residential visit.
7. In the case of a non-residential educational visit, where insufficient voluntary contributions are made, then the visit will not proceed as there are no alternative sources of funding for these activities.
8. Contributions may be charged towards the cost of activities organised out of school hours or provided by agencies external to the school.

The school will require a charge to be made towards the replacement costs of school property lost or damaged by a pupil.

## **Appendix**

### **Physical Education and Safety**

Doncaster Local Authority includes the following regulations for Physical Education in their publication: "Safety Guidelines in Physical Education".

'CLOTHING – pupils should be suitably dressed at all times for any physical activity that they undertake. The wearing of boxer shorts, lycra knee shorts and very baggy T-shirts is not recommended for health and safety reasons. Indoor minimal clothing, allowing freedom of movement, is advisable. Long hair should be tied back. Pupils must never be allowed to do floorwork in socks, stockings or footed tights because of the danger of slipping.

Watches must always be removed for Physical Education.

Physical Education is part of the National Curriculum and children are expected to participate in all lessons. We do not want your child to miss any lessons but for safety reasons we must adhere to the guidelines set out.

## **Appendix**

### **Complaints Procedure**

#### **Informal Contacts by Parents**

At West Road Primary School, we undertake to provide a friendly and safe environment in which pupils will be helped to achieve their potential, both academically and socially.

We believe that a close partnership involving the school, parents and pupils is essential to ensure pupil progress and well-being. In support of this, parents are invited to enter a Home-School Agreement. This agreement sets out the school's aims and values, as well as the responsibilities of the school and parents, and our expectations of pupils.

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise matters of concern – about the curriculum or more general issues.

#### **Formal Meeting with the Headteacher**

If a concern is not resolved through discussion with a teacher, the parent or the teacher can refer it to the Headteacher. Complaints from members of the public should be made directly to the Headteacher.

The Headteacher will offer a meeting with the parent or other complainant. At that meeting, and through discussion, the Headteacher will seek an acceptable outcome, to the satisfaction of all parties involved.

#### **Referral of a Complaint to the Governing Body**

If the Headteacher is unable to resolve the complaint within 10 school days, or is the subject of the complaint, the Headteacher or the complainant can refer it to the Chair of Governors.

The Chair of Governors will ask for the complaint to be put in writing. It is helpful if the complainant can set out the concern in detail, but this is not essential.

### **Meeting of the Complaints Committee of the Governing Body**

- The Chair of Governors will arrange a meeting of the Complaints Committee of the Governing Body within 15 school days
- The complainant, the Headteacher and any member of staff about whom there are complaints will be invited to the meeting. Any person invited can bring a friend or supporter if they wish
- The complaints committee will consider any written material, and also give the person making the complaint and the Headteacher and/or staff an opportunity to state their case and to question the other side
- The committee will give a decision as soon as possible after the hearing. The decision will be confirmed in writing, along with the reasons for the decision.

### **Appointment of an Investigating Officer**

If the complaint is complex, the Chair of Governors can appoint an investigating officer to gather evidence and conduct preliminary interviews. The investigating officer will then assist the complaints committee when it hears the case.







