

HOLYWELL PRIMARY AND NURSERY SCHOOL

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Mrs Bronwen Biggs; Cert.Ed., NPQH

Assistant Headteacher:
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Local Authority:
Worcestershire

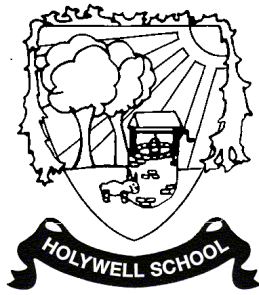
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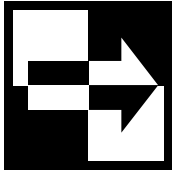
INTRODUCTION

Welcome to Holywell Primary and Nursery School. I hope that the information contained in this brochure will be helpful to you. If you have any queries, please contact the school.

It is our aim at Holywell to provide a warm and welcoming environment where children will settle quickly and happily. We aim to provide quality education through a caring partnership with yourselves. We hope the children will develop pride in themselves and in the school. We intend to develop their self-esteem, confidence and academic ability. We will provide an excellent foundation for learning during the early years. We consider that a joint commitment between home and school is vital and hope that we can work together for the benefit of the children.

Frances Millett

Headteacher



THE AIMS OF THE SCHOOL

Our main aim is to enable all children to achieve their full potential in *all* aspects of school life - both academically and socially.

Children at Holywell are valued equally regardless of race, colour, creed, sex or disability. Individual children are actively encouraged to excel in their own particular way. Academic success is rewarded alongside effort and improvement. All children are actively encouraged to be proud of their school by displaying good behaviour, respect for others and by fostering good community spirit from an early age. All information relating to school matters is treated with respect and complete confidentiality.

To promote these concepts we:

- provide a challenging, broad, differentiated and exciting curriculum;
- encourage children to work hard in order to reach their individual potential;
- provide appropriate teaching and learning styles to suit everyone;
- provide many extra-curricular activities to encourage individual development and success;
- provide a safe, secure and comfortable environment for the children to work in;
- provide, through the PSHCE programme, opportunities for children to become more aware of social, spiritual, moral and cultural values

ADMISSIONS PROCEDURE

Children enter school at the beginning of the year in which they are 5-years old. The Local Authority make all decisions regarding allocation of places, this includes transfer from school to school. The Local Authority has a policy of priority placing for children living in the catchment area.

Each year group has an admissions limit of 60 children. Classes in Key Stage 1 will not exceed 30 per class in line with statutory requirements. The Governors' preference is that no class will exceed 30 throughout the school.

Admissions Criteria

When there are more applications than places in a Community or Voluntary Controlled school, children are admitted in the following order of priority:

- 1) Looked After Children;
- 2) pupils living within the **catchment** area of the school;
- 3) pupils who would still have a brother or sister (sibling connection) at the school at the time of admission. In order to qualify for a place on the grounds of a brother/sister (sibling) attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission;
- 4) pupils who have a significant reason for admission, such reasons, the validity of which will be determined by the Directorate of Educational Services, will include medical, social or compassionate grounds. Parents are required to produce a medical certificate or other appropriate information from an independent source. (Significant reasons will not be considered unless supporting information is attached to the application form when submitted);
- 5) pupils who were attending a feeder school at the time of application
- 6) pupils who live nearest to the school by the shortest available walking route.

In accordance with legislation, a child with a Statement of Special Educational Needs will be offered a place at the school named in the Statement.

Any queries are answered in "Information for Parents—Admissions and Transfers to Schools" or www.worcestershire.gov.uk/admissions

HOLYWELL PRIMARY & NURSERY SCHOOL

All parents who wish their child to be registered for a school place are required to complete Form PA1 which is available from the school. The school will then liaise with the Local Authority. On entry to school, all parents are required to complete the schools own 'New Entrants' form.

Timetable of events re admissions:

- Parents complete form PA1 by the end of October preceding entry
- The LA offers places by the following April/May
- Parents to return an acceptance form immediately
- Parents and children are invited to a new intake meeting at the end of June
- Visits will be arranged for the children
- In September, for Reception classes only, there will be an induction period when attendance will not be every day

CURRICULUM ARRANGEMENTS

THE FOUNDATION STAGE



NURSERY

Children may be registered from the age of 18 months.

Children are admitted to the Nursery at the beginning of the school year in which they become 4 years old. The Nursery is open during term time only and children currently attend 15 hours every week, 3 hours either every morning or afternoon.

We provide a safe, stimulating, happy environment where children enjoy their learning and everyone is given every opportunity to learn through conversation, investigation, exploration and creativity. Our activities are planned with care to encourage and develop concentration skills, communication skills, self-confidence, independence and a general understanding and knowledge of the world in which the children live. Care is taken to give security and reassurance, whilst at the same time guiding the children towards good manners, being able to share and show respect and consideration towards others. Both Nursery sessions are planned and organised to be fun and exciting. Our routine is varied and never dull; the children being encouraged to enjoy a balance of activities.

In early language and literacy we encourage all children to enjoy books and stories, to listen attentively to others and to talk about and share their own experiences. Pre-writing activities develop hand/eye co-ordination, left to right reading and writing directions and correct pencil grip and control. Early writing experiences encourage children to communicate through pictures, symbols and letters.

Important aspects of mathematics provide the foundation for numeracy. Children focus on achievement through practical activities. They become familiar with number rhymes, sorting and counting, sequencing and using mathematical language.

We focus on the development of children's imagination and their ability to communicate and to express ideas and feelings. Children explore their imagination through art, music, movement and imaginative play.

Children are encouraged to develop their physical control and general co-ordination enjoying a wide selection of large and small apparatus for activities such as pedalling, pushing, pulling, throwing and catching, balancing and climbing.

All children are encouraged to explore activities appropriate to their individual needs and aspirations and a high standard of pastoral care is maintained.

RECEPTION

Reception children come from a range of pre-school settings, so one of the first aims is to settle children quickly and happily into our class routines. All areas of the curriculum are taught through a cross-curricular approach which incorporates the requirements of the Early Years Foundation Stage.

The basic skills of language and mathematics are introduced through practical and familiar activities. In Maths this includes sorting, matching and counting. Reading skills are developed through a shared reading approach in partnership between teachers and parents.

Children begin to experiment with their own writing, developing simple stories through the stage of emergent writing leading into recognisable sounds and words.

Our aim is to provide a broad and balanced curriculum delivered through practical and meaningful activities.

Children in both Nursery and Reception classes will take part in a wide range of activities. Your child will learn through activities he or she has chosen themselves or from those that are led by an adult. Most learning experiences will be presented through play. Play is the way that young children make sense of the world and is one of the most effective and natural ways for children of this age to learn. Children have daily opportunity to work indoors and outdoors. In Foundation Stage we work together on the same topics, these include: All About Me, Nursery Rhymes, People Who Help Us, Dinosaurs, Animals and Holidays. Every child is an individual and will be helped to progress at his or her own pace. We recognise the importance of early learning and build upon previous knowledge and understanding. At the end of Reception, children have completed the Foundation Stage and move on to Key Stage 1 in Year 1.



CURRICULUM

At Holywell we aim to instil children with an enthusiasm for learning and prepare them for future school life.

We want all our children to experience success and enjoy their learning whilst at school. We aim to achieve this through high standards of learning and teaching within a happy, structured and caring environment.

The skills of true thinking (reasoning, creativity, judgement and memorisation) allow individuals to grow intellectually. Our children are given the chance to perform these mental operations at an appropriate level for their development in accordance with the National Curriculum.

Through a variety of teaching methods and strategies, we aim to instil children with an enthusiasm for learning and prepare them for future school life. Teaching methods, ranging from whole class 'chalk and talk' to individual personalised programmes of study are chosen as appropriate to meet the task or skill being focused on.

During the course of the year, the children will encounter a range of teaching methods. They will mainly be taught by their own class teacher, but there will be times when teachers are exchanged enabling us to use the individual expertise of a large, talented teaching staff.

Our children are generally taught in their mixed ability class groupings, with all children studying the same area. However, work is appropriately differentiated (either simplified or extended) to match all ability levels. In Key Stage 2 children are grouped by ability for maths 'sets' when the children work with their peers from other classes across the year or across the key stage.



We want all our children to experience success and enjoy their learning whilst at school.

CORE SUBJECTS

ENGLISH

We use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We continue to learn, develop and enhance our knowledge and understanding of English throughout our lives.

English is taught based on the Renewed Primary Framework and Literacy Strategy. It is taught daily with work appropriately differentiated to match all abilities.

With parental support we want our children to:

- ⇒ Speak clearly and confidently in any situation.
- ⇒ Listen actively and respond appropriately developing knowledge and opinion.
- ⇒ Read fluently for both pleasure and information.
- ⇒ Write clearly and with confidence in any given genre.
- ⇒ Use spelling rules, phonics and grammar accurately.
- ⇒ Be able to proof read their own work and make amendments and improvements.



MATHEMATICS

Maths is used every day whether we realise it or not! For example, we check our change when out shopping, estimate the cost of a new carpet or decide what time we need to leave the house to get to the train station.

We aim to provide our children with a wide mathematical education taught in an enjoyable, relevant and creative way. We use 'real life' experiences so children begin to understand the importance of applying maths skills in order to solve problems and engage them for future learning.

Maths is taught daily based on the Renewed National Numeracy Strategy. Children move through the Key Stages building on existing skills and developing their knowledge and understanding. Pupils explore all four number operations and are encouraged to try different strategies that best suit their learning.

Pupils explore shape and space and develop their measuring skills in a range of contexts. They are given lots of opportunity to discuss their methods and encouraged to use the appropriate mathematical vocabulary.

Children are taught in mixed ability groups in Key Stage 1 and ability groups in Key Stage 2.

We want our children to know and understand mathematical concepts, skills, facts, relationships and strategies and be able to apply and communicate these in a confident way.



INFORMATION & COMMUNICATION TECHNOLOGY

You can email through your TV, surf the internet on your mobile phone, even do the weekly shop from the comfort of your own home via your PC; modern technology is changing the way we live and work. Our children need to learn how to manage it all—to get hold of information, evaluate its suitability, store it, share it with others and tailor it to meet their own needs. That's where their information and communication technology (ICT) lessons come in! In our computer suite, the children learn how to safely navigate the internet and communicate through emails, develop digital photography skills (use sound and video recording equipment) and access a wide variety of software.

Interactive whiteboards throughout the school, along with digital microscopes and digital cameras ensure that ICT can be used as a learning tool throughout the curriculum.

We aspire for our children to confidently and independently use and apply information technology skills to support and extend their learning. We hope to develop a culture where the use of ICT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances in their futures.

SCIENCE

Every child has a natural curiosity about the way the world works. Science at Holywell Primary School enables your child to find out how they can get answers to questions such as why does the sun seem to move across the sky or can a bean seed grow upside down.

Science is a systematic investigation of the physical, chemical and biological aspects of the world, which relies on first hand experiences and on other sources of information. The scientific process and problem solving activities will be used to deepen your child's understanding of the concepts involved.

At Holywell Primary School we aim to develop pupil's enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life. We wish to build on pupils' curiosity and sense of awe of the natural world through the use of a planned range of investigations and practical activities. At the same time, the children will be able to develop their ability to plan fair tests, make predictions, record results using ICT, diagrams, graphs, tables and charts and to make generalisations about their learning. We also value to use of scientific vocabulary and model this with our children, encouraging them to use it to

explain their scientific thinking.

FOUNDATION SUBJECTS

GEOGRAPHY

Children at Holywell Primary and Nursery School should enjoy Geography. Children should develop a sound knowledge of people and places through understanding their own locality and the wider world.

In studying Geography children are taught to use maps, atlases, photos and the internet to explore the local environment and surrounding areas. But also mountains, rivers, rainforests, countries and weather.

Children are encouraged to develop a sense of responsibility for the environment and the conservation of the Earth.

Children are expected to develop a geographical vocabulary and to use it alongside the skills they have developed in other curriculum areas, to reach their full potential in their used an understanding of Geography.

HISTORY

We don't view History as simple facts and dates here at Holywell Primary School but see it as a chance to become a detective and explore the past in an exciting way.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills.

We want our children to be open minded and enquiring thinkers understanding cause and effect. We want them to understand how people have lived in the past and begin to make links between the past and modern times. We encourage first hand experience wherever possible and field work visits and in-school workshops play an important role in all year groups.



DESIGN AND TECHNOLOGY

Design technology helps children to become problem solvers through practical tasks, using creativity and imagination.

Children take everyday or familiar objects and investigate how they actually work and who they are really aimed at. Working with a variety of materials and through the new skills they learn, children get to design, make and evaluate a range of products from picture frames to hats, torches to musical instruments.

Design technology is a subject all children can enjoy individually or as part of a team and gives them the opportunity to become innovators.

ART

Art, craft and design stimulates creativity and imagination. We provide a rich environment in which we encourage our children to communicate through the use of colour, texture, form, pattern and materials. We use the local environment to stimulate ideas and start some aspects of our art work.

Art, at Holywell gives children a lot to look forward to! Investigating lines, shapes, colours and textures help our children with the basics and enable other work such as 3D and printing to happen. We try to inspire our children in art by using the skills and talents of professional artists to work alongside us.



MODERN FOREIGN LANGUAGES

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Holywell, we aim to introduce our pupils to other languages, specifically French (in Year 6) in a fun and enjoyable way. Interesting and relevant topics are chosen in order to engage and stimulate learning and develop children's curiosity of language. MFL club is offered to the children in Year 2 where they have a flavour of French and Spanish.

MUSIC

Music at Holywell is rich and varied. It is creative and exciting.

All class music lessons give pupils the chance to explore and actively engage in performing, composing, listening and analysing. Singing is at the heart of our music making, both in class lessons and during whole school assemblies. Children have the opportunity to join one of the school choirs: Years 3 & 4 and Years 5 & 6. Recorder group meets weekly. Music lessons include drums, guitar and violin are available, provided by outside organisations.

We encourage our children to take part in local events outside of school such as Primrose Hospice Music Festival and singing to the elderly at Christmas time.



RELIGIOUS EDUCATION

RE is taught, as required, from the Worcestershire agreed syllabus. Parents' wishes concerning both religious education and worship are met, as specified in the 1988 Education Act, and children may be withdrawn on religious grounds on parental request. We aim to encourage a moral and predominantly Christian ethos through school assemblies. RE lessons offer a chance for children to explore the beliefs and practices of 5 major world faiths. Visits to places of worship, handling artefacts and visits from practising members of different faiths enhance children's understanding of our multi-cultural society. Children consider the influence of the teachings of different faiths on their followers as well as responding to the big questions of life from their individual viewpoint, thereby valuing beliefs of all children while developing their understanding, tolerance and respect for the belief of others.

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE).

At Holywell Primary School, we aim to promote healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to school life and the wider community in accordance with 'Every Child Matters' government guidelines. Our children are given opportunities in PSHCE lessons to develop confidence, self motivation and an understanding of their rights and responsibilities within our diverse society. The PSHCE curriculum is taught in a variety of ways: through other subjects such as literacy or history, as part of RE, through 'circle times' through science topics and through outdoor educational visits and activities.

SEX AND RELATIONSHIP EDUCATION

Our children are given opportunities to consider and reflect the wide variety of different relationships they have with others. Across the school, children build on their relationship and social skills through the delivery and teaching of the SEAL (Social and Emotional Aspects of Learning) units of work.

Aspects of sex education are taught in accordance with the government guidelines as an integral part of their class curriculum. In Year 5 personal hygiene topics are taught which includes physical development and the onset of puberty. This is followed, in Year 6, by Channel 4 'Living and Growing' programme and BBC Schools' materials where the children are taught how a baby is made. These are used in lessons and the programmes are followed by sensitive discussion with the children in single and mixed sexed groups. Parents are notified by letter and invited to view the content of the taught materials, prior to its commencement, in order that, (if needs be), they may advise the school should they wish to withdraw their child from any aspects of the programme according to government guidelines.



PE AND GAMES

A healthy lifestyle is vital for a child's well-being and keeping fit is an important part of this. In physical Education, children learn about the need to warm up in preparation for, and cool down after, exercise. All children receive a range of PE and games activities developing skills, techniques and rules for the following games: football, basketball, cricket, hockey, rounders, tag-rugby and athletics.

The school hall is equipped for gymnastics, dance and movement. The school offers a range of clubs for the children to join using both staff strengths and the skills of external sporting coaches.

As well as enjoying a wide range of activities in PE and Games in school, we participate in inter-school competitions and tournaments outside of school and have enjoyed much success over the years.

ADDITIONAL EDUCATIONAL NEEDS

All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate.

SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs Code of Practice 2001 recognises that there are four broad areas:

1. Communication and interaction (language and autism spectrum disorder)
2. Cognition and learning (general learning and specific learning difficulties)
3. Physical and sensory
4. Behavioural, emotional and social

Our set procedure for identifying and assessing the special needs of individual children involves pupils, parents, teaching staff and external agencies.

We are able to provide an environment which enables access for all pupils regardless of their need. Our accessibility plan enables participation in the school community for pupils, and prospective pupils with a disability.

There is a teacher with overall responsibility for SEN who co-ordinates provision within the school. There is also another teacher who works closely with the SENCO to support both her and the children.

It is, of course, vital for parents and children to recognise that work in this area is a partnership between home and school. It is difficult for children to progress unless the home gives full support by ensuring that homework tasks are completed, children read regularly to an adult whenever possible and there is close liaison with school if problems arise. Given this support we often see excellent improvements in children's standards.

GIFTED TALENTED AND ABLE

Our school will have, at any time, a number of able, talented or gifted pupils. We recognise academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information

COLLECTIVE WORSHIP

The school acknowledges the requirement of the 1988 Education Act regarding a daily act of collective worship. Acts of worship are "wholly or mainly of a broadly Christian character," reflecting the broad traditions of Christian belief. The Headteacher and Deputy Headteacher take regular weekly Assemblies for the school.

Each class takes a turn in providing Assemblies for the whole school. The children are enthusiastic in their approach to this task and their assemblies are of a very high standard. Parents are invited to their child's assembly. If any parent wishes to withdraw their child from the school's daily act of worship, they should contact the Headteacher.

TRANSITION

We want all our new children to feel happy, safe and secure. The quicker they settle in, the more confident they become.

Moving between all year groups can create anxieties for some children. We do all we can to ensure transition is smooth and effective. We want all our children to feel happy, safe and secure.

We provide opportunities for the children to meet their new teacher. The children's academic ability is also shared between teaching staff so appropriate work can be planned and delivered to match the needs of all.

KEY STAGE 2 TO SECONDARY

The transition to secondary school is also of importance to us and we strive to prepare our children and equip them with the skills, knowledge and confidence to continue their learning journey.

Our children move on to a variety of schools—both selective and non-selective. We are lucky to have many good secondary schools in the area and are confident that all our children will find a school that meets their needs.

Close liaison with all our secondary schools ensures that the needs of our older children are met accordingly. Year 6 teaching staff share their knowledge about each child with their future schools and provide detailed information in response to secondary school request.

Parents are required to complete a Common Admission Form (CAF) prior to a secondary place being offered. For those wanting a grammar school place, children will be required to pass the 11+ exam. Further information and details regarding the secondary transfer can be obtained from the school office.

CLUBS AND EXTRA CURRICULAR ACTIVITIES

We provide a range of activities that our children can participate in at lunch time, before and after school. Children who attend before and after school clubs will need to obtain written permission from parents by completing a club letter from school.

Many of our clubs are led by staff within the school including, athletics and cross country, netball, choir, rounders skipping, dance, art and signing.

We also have the expertise of external coaches who run football, cricket dodgeball and golf for a fee.

OUTDOOR EDUCATION & RESIDENTIAL VISITS

The outdoor classroom can be used to bring learning alive for many children and we aim where possible to use our spacious grounds to inspire and stimulate our children. We also aim to utilise the local surrounding community and try to link local churches, businesses and residents to enhance the curriculum.

Residentials are a great way of building self confidence and increasing independence as well as allowing children to develop team work skills and friendships. We aim to provide our children with a residential experience whilst with us at Holywell and give them the opportunity to take part if they wish to do so.

In March 2009 our Year 4 pupils enjoyed 3 days at PGL Boreatton Park Outdoor Education Centre. A range of activities were participated in by children, including climbing, abseiling, kayaking, zipwire and the trapeze 'Leap of Faith'.

In Spring 2009 our Year 6 children are visiting Malvern Outdoor Education Centre for 3 days. The activities they will take part in are an increasing level of challenge from the Year 4 trip and include a high ropes course, traversing in a quarry and the exhilarating Quadpole.

EDUCATIONAL DAY VISITS

First hand experience and real life scenarios are also hugely beneficial to creating exciting quality learning and we value the role they play in school life.

Over the last academic year we have visited many different places including:

Local churches	Sikh Temple	Old Birmingham Rep
Walk into Rubery	Bishopwood Environmental Centre	
Think Tank	Tamworth Castle	West Midlands Safari Park
Worcester	Stratford	Waseley Hills
Rubery Library	Blakesley Hall	

VISITORS TO SCHOOL

We also invite a variety of visitors into school to help enhance our curriculum. Visitors bring with them a passion for what they do, which can be used positively to support our children's learning. Visitors this year have included:

Punch & Judy Show
Annie the Housemaid

Professor McGinty
Fire Service

Rainforest Animals
Representative from RSPB

HOMEWORK

All pupils are encouraged to take home their reading books and parents are asked to share in the their child's reading.

Younger children may be asked to undertake simple research in connection with a particular topic or lesson.

Year 3 pupils may occasionally be asked to complete set tasks to complement work taking place in school.

Work is not usually set for children who are absent due to illness unless the absence is likely to be prolonged.

Pupils in Years 4 & 5 will be set homework only at times deemed appropriate by the teacher. This may include learning spellings, reading or finishing off work.

Pupils in Year 6 are expected to pursue a more structured, formal approach to homework. At the beginning of the school year, the Homework Policy will be issued to all pupils for parents to read, discuss and sign. This Policy will contain details of the homework timetable. Homework diaries will be issued to pupils at the beginning of the school year. Parents are asked to support the school by checking diaries regularly and signing them weekly. It is our intention to make pupils in Year 6 aware of the expectations required from them as they progress through their school life.




EXTENDED PROVISION

BREAKFAST CLUB AND AFTER SCHOOL CLUB

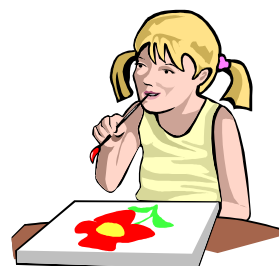
Kayz Days runs both these clubs for Holywell children. This is a privately owned club which is run on school premises. The Breakfast Club is open from 7.50am—8.50am and the After School Club is open from 3.10pm to 6pm.

Your child can enjoy excellent activities and will be looked after by experienced professionals. Charges apply. Please contact Tara Kay on:

 0121 447 9847

 07739 717650

www.kayzdays.co.uk



UNIFORM LIST

PLEASE CLEARLY LABEL ALL UNIFORM

The Governors recommend the following uniform for children:

NURSERY

- Navy 'V' neck sweatshirt with red/white trim at neck and school motif
- White polo shirt
- Grey trousers or navy skirt

GIRLS: RECEPTION to YEAR 6 (WINTER)

- Navy skirts or culottes
- White blouse (long or short sleeved). White polo shirt for Reception if preferred.
- Navy traditional knit cardigan with trim and motif
OR
Navy 'V' neck traditional knit jumper with trim and motif
- Tie— elasticated for children in Yrs 1 & 2, broad navy with thin white and red diagonal stripes (no tie in Reception).
- Tailored grey or navy trousers
- Navy or white socks or navy or black tights
- Navy or black shoes—low heeled or flat—no boots, trainers or open-toed sandals.

GIRLS (SUMMER)

- Red and white check dress.

BOYS: RECEPTION to YEAR 6 (WINTER)

- Dark grey trousers.
- White shirt (long or short sleeved). White polo shirt for Reception if preferred.
- Navy 'V' neck traditional knit jumper with trim and motif
- Tie-elasticated for children in Yrs 1 & 2—broad navy with thin white and red diagonal stripes (no tie in Reception).
- Plain black or grey socks
- Plain black shoes

GIRLS & BOYS SPORTS KIT (including Nursery)

- Navy or white plain polo shirts
- Navy shorts
- Sports white socks **and** navy football socks
- Black pumps (Nursery, Reception)
- Trainers
- Navy track suit bottoms
- Navy fleece or rugby shirt—navy with broad, white and narrow red stripes across the middle.

TRAINERS

Please ensure that your child's trainers have a good grip and that they can be done up securely. Fashion trainers do not meet safety requirement.



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KIT BAG

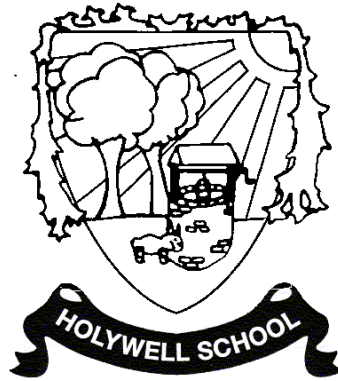
We encourage the children to bring their kit into school on Mondays in a clearly named pump bag which can hang on their peg. The kit can be taken home on Friday to be washed.

All kit MUST be clearly named.

EXPECTATION

Each class (beside Nursery) has at least 2 lessons of PE a week—one inside and one outside. Outside PE lessons will continue throughout the year. It is important that your child is warm—they will be asked to wear shorts, shirt, track-suit bottoms, a fleece / rugby shirt and even coats, hats and gloves if need be!

THE SCHOOL BADGE



Holywell Primary School opened on September 1st 2000. the school badge was designed by the children.

- The trees* - symbolise the Waseley Country Park
- The well* - represents the Holy Well in Holywell Lane where St Chad may have walked many centuries earlier.
- The rabbit* - symbolises the wildlife and rabbit plantation in the Waseley Country Park.
- The sun* - is symbolic of the summer days enjoyed by local families at the Waseley Country Park.

LUNCHTIME ARRANGEMENTS

Pupils are **invited** to remain on the premises during lunchtime. There are, presently, no facilities for children to have cooked school lunches, children should bring in their own packed lunch which we encourage to be healthy and well balanced. During the colder weather children may pay 50p per day for soup and a roll or a baked potato with a choice of baked beans / cheese / Flora to supplement their packed lunch.

Pupils are expected to behave in a polite and civilised manner at all times towards each other and staff. Lunchtime staff are employed to supervise and care for the children. They are part of Holywell School staff and, as such, should be treated with courtesy and respect.

Lunchtime rules and expectations of behaviour are made clear to the children. Any pupil who misbehaves will be reprimanded. A detention may result for Key Stage 2 children.

Serious offences will result in the following action:

- * a warning letter sent to parents
- * exclusion from school during lunchtime for several days
- * lunchtime exclusion for an indefinite period of time



Lunchtime activities will be provided for pupils for outdoor use. We aim for a happy relaxed lunchtime, where care and courtesy towards each other is shown by all.

HEALTHY EATING

In line with our Food Policy we encourage all children to bring a well balanced, healthy lunch to school. We do not allow sweets, chocolate or fizzy drinks to be part of the children's diet during the school day. A chocolate covered biscuit may be brought in as part of the balanced lunchbox.

Children in Foundation Stage and Key Stage 1 are provided with fruit/vegetables. Key Stage 2 children are encouraged to bring in fresh fruit/vegetables to eat at break time as part of the 5 portions a day which is recommended. Please note that we do not allow any other snacks.

In line with our Water Policy we expect children to bring transparent, clearly named water bottles (filled at home) which can sipped from and refilled throughout the day. Only water free from all flavourings and colouring is expected. Food and Water Policies are available for you to look at in school.



SCHOOL TRAVEL PLAN

The school now has a School Travel Plan.

The principal aims of the School Travel Plan are:

- ✓ To reduce car use of the school journey by parents.
- ✓ To achieve a greater number of trips by sustainable modes of travel e.g. walking / cycling.
- ✓ To increase the health and fitness of the school community.
- ✓ To reduce traffic congestion and pollution in the neighbourhood of the school.
- ✓ Increase awareness among pupils, staff and parents of the environmental safety, health and social consequences of their travel choice.
- ✓ Encourage responsible behaviour towards sensible parking.

OBJECTIVES

- * Increase general travel awareness.
- * Promote healthy lifestyles
- * Increase levels of physical activity etc.
- * Increase the number of children walking to and from school.
- * Increase the number of children cycling to and from school.
- * Promote a 'Park and Stride' scheme to those children living further away from school who currently drive to and from school.
- * Develop school management systems to support the aims of the Travel Plan (feedback to parents, newsletters, School Development Plan, website etc.)

ATTENDANCE ARRANGEMENTS

- ! Parents are asked to inform the school on day one of their child's absence and then by letter. If holidays are taken outside the normal school holiday periods, a Holiday Form should be completed in advance. These can be obtained from the Class Teacher.

- ! **Parents should note that the school does NOT encourage them to take children out of school for holidays during term time.** Coverage of the National Curriculum is every child's entitlement and this may be pursued more easily if the child's attendance at school is NOT interrupted by holidays.

- ! No child is allowed out of school at lunchtime without the written permission of parents.

- ! If your child has to visit a doctor or a dentist during the day, please send a note to the class teacher. The child must be collected from the school by the parent or guardian.

- ! Parents are issued with a copy of the Attendance Policy at the new entrants meeting held every June.

- ! The Headteacher works closely with the EWO (Education Welfare Officer) to monitor every child's attendance



PERSONAL PROPERTY

Whenever clothing or property is lost, the child should inform his or her teacher as soon as possible. Every effort will be made to find the missing item. All items of personal property should be clearly labelled with the child's name and class.

The children are expected to look after their own possessions and whilst all possible care is taken, the school cannot accept responsibility for loss or damage to clothing or property.

Pupils must not bring valuables to school, or leave money, watches or other expensive articles unattended.

The Governors and staff have agreed on an attractive and appropriate uniform for all pupils. It is the policy of this school that all pupils should be encouraged to wear full school uniform and to take pride in their appearance. Holywell School has a very smart uniform, which has been designed to be as sensible as possible whilst still being as attractive as possible for the pupils.

The wearing of jewellery is not encouraged for health and safety reasons. Pupils wearing items of jewellery (e.g. rings, necklaces, bracelet etc) may have these put in a safe place ready to be taken, and left, at home. Pupils may wear a wristwatch and, if they have pierced ears, plain studs are preferred. For all PE activities, watches and studs must be removed. If pupils have recently had their ears pierced, thereby necessitating the wearing of studs for up to six weeks, the studs must be covered with elastoplast (brought to school by the pupil) for all PE activities. This is to ensure safety for pupils during potentially hazardous activities.

Nose or body piercing is not considered acceptable under any circumstances.



PASTORAL CARE AND DISCIPLINE

The pastoral care and discipline of the pupils is the concern of the class teacher and the staff collectively. Collaboration between parents and teachers ensures that the child's best interests are always being served.

School rules are kept to a minimum and are there to ensure an atmosphere conducive to learning and work, as well as safety and movement round the school. They are based on the principle of consideration for others, respect for self, the development of self discipline and independence..

When children misbehave, various sanctions can be imposed such as withdrawing privileges, keeping a child in at breaktime, giving additional work or asking for work to be repeated. Parents will be informed at an early stage if problems become serious.

To encourage children to work hard and achieve to the best of their ability we use a comprehensive reward system. Rewards and sanctions are covered fully in the school Behaviour Policy which you are welcome to see. The Behaviour Policy is given to parents at the new entrants meeting every June.

Parents!

Please note: If your child leaves school without permission, the following action will be taken:

- You will be informed as soon as is practical.
- The Police and Education Welfare Officer will be contacted for immediate support.

MEDICAL MATTERS

The First Aid facilities in the school are very limited and all parents should make arrangements in the event of their child being sent home ill during the day.

It is essential that the school has a telephone number so that a parent or relative may be contacted.

Children who have been absent must bring a note of explanation from the parent to the class teacher. A telephone call alone will not suffice. If the child is to be away from the school for more than two days or has an infectious illness, please contact the school.

No child is allowed out of school for dental or other appointments unless a note is received and the child is collected by a parent or named representative.

Parents are requested to inform the Headteacher of any medical history that may affect the child's development and education in school.

No medicines will be given to children by school staff unless the following applies:

- ⇒ ongoing medication, e.g. Ritalin, will be given to a child but only after the parent/carer has discussed this with the School Administrator and Headteacher and put the request in writing;
- ⇒ inhalers for asthmatic children or glucose tablets for diabetics, which must be labelled by parents (with the child's name), will be kept with the child's class teacher. Emergency supplies may be kept in the office or medical room;
- ⇒ no painkillers can be given to children by staff unless they are prescribed by a doctor.

Parents should note that there is no legal requirement for staff in schools to administer medicines to pupils. Please read the Medicine Policy.

First Aid: At Holywell School we have trained First Aiders always available to help and to administer first aid if required.



COMMUNICATION WITH PARENTS

At Holywell School we firmly believe in the home-school link. We believe that children work their best knowing that the home and school are supporting them in a positive manner. To support this we encourage all parents to sign the Home School Agreement annually.

To enable this supportive relationship to take place we seek your co-operation in maintaining effective home-school communication. If you wish to discuss any aspect of your child's overall education, please do not hesitate to contact the Headteacher for an appointment.

During the school year, parents are invited to come to school to discuss their child's progress. It is our intention to provide your child with the best possible education, this includes reporting their overall progress to you.

Formal Parents Evenings will take place three times during the school year. The first consultation evening will be in October and the second one in March. Class teachers will discuss your child's progress with you. You will have the opportunity to look at your child's work. Reports will be issued in July and a final Parents Consultation Evening offered then.

There will be a regular newsletter delivered to you via pupil-post. One section of this newsletter will include a list of dates and events.

Please note that all communication regarding school matters must be done via telephone or by personal letter—not emails.

Also please look at the school website for regular updates and news bulletins!



BUILDINGS AND ENVIRONMENT

Holywell Primary and Nursery School is very fortunate to have facilities of the highest quality. A dedicated team of cleaning staff maintain it to an excellent level of cleanliness and provide a superb environment for teachers to teach and children to learn.

The children are encouraged to take pride in developing the school grounds through the School Council and Eco-Committee.

The staff and Governors are constantly considering ways of making the school environment more attractive and stimulating for the children. There are plans to develop the grounds and to make provision of 'quiet areas' for the benefit of the children. During the summer months, children picnic outside at lunchtime.

Holywell Primary School is a non-smoking building in line with Worcestershire Local Authority Policy. We politely request that this policy is adhered to at all times whilst on school grounds.



Disabled Access

Owing to the nature of the sloping site on which the school stands, classrooms and other facilities are on several different levels. Whilst the school does cater for the educational and physical needs of disabled pupils, parents and other users with accessibility problems are advised to speak to the school staff prior to visiting the premises, in order that, if necessary, suitable alternative arrangements may be made to accommodate their visit. Access is available to all levels of the building through the use of lifts and the school has facilities for disabled personnel.

HOLYWELL FUNDRAISERS

The School is extremely well supported by a voluntary group called “The Holywell Fundraisers”. Their main aim is to provide an essential link between home and school and to work together for the benefit of the children in school. This group meets regularly and organises fund raising events throughout the year. These include: a Christmas Fair, annual Summer Barbecue, raffles, competitions and a Leavers Disco for Year 6 children. All monies raised are used to support and enhance the children’s learning and to provide other opportunities in school.

CHARGING POLICY

Following the recommendations made in the 1988 Education Act, it is necessary to ask for voluntary contributions towards the cost of school trips.

Children will not be treated differently according to whether or not any contribution has been made. However, the visit or activity can only go ahead if the level of contribution is sufficient. Therefore, in order for the activity or trip concerned to continue, virtually 100% parental contributions will be required.

Parents of children in Year 3 are asked to pay a contribution to cover the cost of transport for swimming lessons.

Refunds are not made in respect of absences for any coach / transport costs.

Personal Accident Insurance is provided for all school-related activities.



SAFEGUARDING CHILDREN

Safeguarding all children is one of our first priorities. We provide a safe, secure environment for children to thrive in. The school has a trained 'Child Protection' Officer (Mrs Millett) and all staff are kept up-to-date with any Child Protection training/awareness. Any child considered to be at risk is closely monitored and the school will liaise with other relevant outside agencies for support as required. Governors review the Child Protection Policy annually.

All information regarding children in need of monitoring or other procedures, is treated as completely confidential in line with our Confidentiality Policy.

CHILD PROTECTION

The Governors and staff of Holywell Primary School take seriously their responsibility to promote the welfare of and safeguard all the children entrusted to our care.

The Designated Child Protection Co-ordinator is Mrs Millett.

As part of the ethos of the school, and with regard to the Every Child Matters Children's Act 2004, we are committed to:

- ◆ Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
- ◆ Providing suitable support and guidance so that children feel confident to approach appropriate adults.
- ◆ Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making.
- ◆ Working with parents to ensure the welfare of all children which may involve other agencies.
- ◆ Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.

LINKS WITH OTHER SCHOOLS

We ensure that all transfers between schools are planned, monitored and supported to enable successful outcomes. We collaborate with children, parents / carers and other support services where appropriate to make joint planning arrangements.

COMPLAINTS PROCEDURE

If you have a concern you should contact the school so that the matter can be discussed with the Headteacher and/or a member of staff. If the complaint is not resolved then it should be referred to the Chairman of the Governors and in the last analysis, the Local Authority. The Governors have adopted the Local Authority complaints Policy.

CHANGES IN THE BROCHURE

All the information contained in this brochure was accurate at the time of going to press. It is possible that some changes may take place during the school year. The brochure is updated annually and is presented to all new parents at the time of their child's admission to school.

