

WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live



School Handbook

2022 – 2023



Welcome to Wellesbourne

Dear Parents / Carers,

This handbook has been produced to provide you with information about the school. I will be happy to discuss any aspect of school life with you.

We are a Community Primary School for children aged three to eleven years.

Children can attend our Nursery from the age of three, on a part time basis. We offer a very flexible provision enabling your child to attend for mornings, afternoons or two and a half days of the week. Wherever possible we aim to meet your needs and match the place to your request.

Full-time education usually starts at the beginning of the school year in which your child's fifth birthday occurs. Our Early Years team work hard to ensure that the transition from Nursery to Reception is smooth, and your child will be ready for this important stage in their lives. Our Early Years Leader, Teachers and Teaching Assistants work closely with you to get the best start for your children.

Children transfer to Secondary School in September after their eleventh birthday. The school works closely with the Secondary Schools to ensure the transition between schools is smooth and as worry-free as possible. Year 6 Teachers, Teaching Assistants and the Learning Mentor work hard with your children and you to help you make the right choice for your child during this time.

It is important to us that your child/children come to school to a secure, vibrant environment where they feel happy and confident to learn. All of the staff at the school are committed to ensuring that your child/children are supported and challenged, resulting in them 'Living to Learn, Learning to Live'.

*Mrs Nicola Ryan
Headteacher*

**School Website: www.wellesbourneschool.co.uk
Twitter: @Wellesbournesch**

Ethos and Aims

School Vision Statement

Living to Learn, Learning to Live

School Mission Statement

Wellesbourne Primary and Nursery School aspires to provide the highest quality of learning experiences in a safe, caring environment, valuing diversity and preparing learners for an ever-changing world.

We aim to create a community which promotes learning as an exciting, independent and lifelong activity and broadens children's horizons and aspirations.

School Aims

Wellesbourne Primary and Nursery School aims to:

- Encourage independence and confidence
- Encourage respect for others and personal self-esteem
- Provide balanced child-centred programmes that are well resourced and value children's prior knowledge
- Recognise the value of children's progress
- Ensure consistency and continuity of learning programmes throughout the school
- Provide a safe physical and emotional environment that reflects the cultural diversity of the school
- Challenge children to become responsible for their learning
- Respect the rights and value the contribution of parents, children and staff through effective communication
- Promote pride in oneself, school and culture

Values

We have five simple school values which all members of our school community strive to adhere to. These values are based upon the acronym 'REACH'.

R is for **Respect** – we believe that everybody should be treated with respect and be respectful to others

E is for **Effort** – we all try our best to give 100% effort in whatever we do

A is for **Attend** – we aim to be in everyday and to be on time - if we are not here we cannot learn!

C is for **Co-operate** – we try our best to be co-operative, to behave in the correct manner and to be kind and helpful to others

H is for **Honest** – we want to be honest citizens; this helps us to develop good character and strong self esteem

Senior Leadership Team

	Year Group	Management Responsibilities
Mrs Nicola Ryan		Headteacher
Miss Kate Howard		Deputy Headteacher Assessment Lead Behaviour Lead
Mrs Charlotte Willshire		Safeguarding Lead SENDCo
Miss Sarah Rose (Maternity Leave 2022-23)	Reception Teacher	Phase 1 (EYFS) Lead
Miss Mel Barton	Year 2 Class Teacher	Phase 2 (Y1 – Y2) Lead Mathematics Lead
Miss Clara Maher	Year 3 Class Teacher	Phase 3 (Y3 – Y4) Lead Reading Lead
Mrs Hayley Gerrard	Year 6 Class Teacher	Phase 4 (Y5 – Y6) Lead Writing Lead
Miss Lizzie Byrne	Year 4 Class Teacher	Curriculum Lead History Lead

Whole School Support Team

Miss Joanna Moore		Learning Mentor
Mrs Paula O'Donnell		Inclusion Officer
Mrs Claire Brown	EYFS Support Teacher	
Mr Brian Fofana	Reception – Year 6	PE Coach
Miss Abbie Parr	Year 1 – Year 6	Music Teacher Computing Teacher Computing Lead
Mrs Jane Paget-Butler	Year 3 – Year 6	Recovery Premium Teacher Interventions Manager
Miss Tamika Prescott-Schumacher	Reception – Year 6	PE Apprentice

Teaching Staff

Miss Gemma Abe	Nursery Class Teacher	Art Lead
Mrs Gemma Gilliland	Reception Class Teacher	RE Lead
Mrs Jenny Power	Reception Class Teacher (Maternity Cover)	
Mr Phil Pearson	Year 1 Class Teacher	Phonics Lead
Mrs Rachael Abley	Year 1 Class Teacher	Geography Lead
Mrs Christina Yates	Year 2 Class Teacher	DT Lead
Mr Oliver Kingsley	Year 3 Class Teacher	Music Lead
Mr Chris Lewis	Year 4 Class Teacher	PSHE Lead
Ms Lesley Greathead	Year 5 Class Teacher	MFL Lead
Mr Michael Canning	Year 5 Class Teacher	PE Lead
Miss Kate Jones	Year 6 Class Teacher	Science Lead

Office Staff

Mrs Donna Wafer (Business Manager)
Miss Karen Toole
Mrs Johanna Segar
Miss Amy Milner (Apprentice)

Support Staff

Mrs Natalie Wallace	Nursery	HLTA
Mrs Maxine Yates	Nursery	Apprentice
Mrs Donna Mannion	Reception	HLTA
Mrs Brenda Peoples	Reception	
Mrs Adele Wise	Reception	
Mrs Tracy Shaw	Reception	Apprentice
Miss Christina Williams	Year 1	
Miss Jodie Limb	Year 1	
Miss Kerry Clark	Year 1	
Mrs Michelle Campbell	Year 2	
Mrs Denise Dempsey	Year 2	
Miss Jenny Shaw	Year 2	
Mrs Gemma Craney	Year 3	
Mrs Pauline Axworthy	Year 3	
Mrs Gemma Rowan	Year 4	
Mrs Kate Rogerson	Year 4	
Mrs Jane Hopkins	Year 5	
Mrs Mitka Karanbolova-Yovcheva	Year 5	HLTA
Mrs Sarah Ellis	Reception - Year 6	HLTA – SEND/ Mental Health and Wellbeing practitioner

Governors

The Chair of Governors can be contacted via the school. Please address any communication, in writing, to the **Chair of Governors** and it will be forwarded.

Mr Carl Gilbertson	Chair Co-opted Governor (Child Protection Governor)
Miss Jo Quinn	LEA Governor
Mr Jide Olanipekun	Community Governor
Mrs Maxine Yates	Community Governor
Mrs Nicola Ryan	Headteacher
Miss Kate Howard	Deputy Headteacher Co-opted Governor
Mr Phil Pearson	Staff Governor
Mr Steven Fitzgibbon	Parent Governor
Miss Rebecca Lewin	Parent Governor
Miss Melissa Connolly	Community Governor
Miss Collette Stevenson	Parent Governor
Miss Karen Toole	Co-opted Governor (Governor Training)

Background Information

Wellesbourne was opened in the late 1920s to serve the surrounding housing estate which had just been built. Wellesbourne Infant and Nursery School and Wellesbourne Junior School were based on the same site but ran as two separate schools. The schools moved to our current site in 1988 and occupied an old secondary school building which had been built in the 1930s.

In 2002, a new school was built via the Private Financial Initiative (PFI) scheme. The two schools remained separate but occupied the same building. As a PFI school, our building and grounds are managed and maintained by a private company (SPIE) in partnership with Liverpool City Council.

In September 2003, the Infant and Nursery school amalgamated with the Junior School to form the present Wellesbourne Primary and Nursery School.

The new building offers a pleasant and stimulating environment for both staff and children. Our staff are committed to working in partnership with parents and carers to provide a safe, secure learning environment which engages, stimulates, supports and challenges our children.

School Set Up

Wellesbourne is a two-form entry Primary School with a 52-place Nursery. The classes are arranged in year groups, with each class occupying a base and having access to a shared resource area. The Early Years and Key Stage 1 departments are on the ground floor, with Key Stage 2 based on the first floor. Our school is fully inclusive and the first floor is easily accessed by a lift.

The school is very well-resourced, with our own Music Room, Computing Suite and Learning Hub (including our school library). We have class sets of iPads, laptops, tablets and Flip Cameras which can be used in all areas of school. We also have a recently-refurbished Early Years outdoor area which provides ample opportunities for outdoor learning.

Our WELL Centre is based in a cabin on the school premises. We regularly host parent meetings, coffee mornings and network events in this building, and have recently had a 'cookery classroom' fitted for classes to use as part of their Design Technology curriculum. Plans are in place for a Sensory Room to be developed within the WELL Centre this year.

Home/School Reading

Early reading is crucial to your child's development and achievement in school. Reading at home regularly will support your child and enable them to be a more confident reader.

In school we teach daily Phonics in EYFS, Year 1 and Year using **The Essential Letters and Sounds Programme**. In Reception we teach children how to read using a fully synthetic phonics reading scheme. From this, children are introduced to the Oxford Reading Tree main scheme of books, where they get to meet new characters such as Chip, Biff and Kipper. As your child moves on into Key Stage 2, they will start to read **Treetops and Project X books**, meeting characters such as X-Bot and reading about mini missions involving Professor X.

We ask for your support in listening to your child read every night and filling in their home/school reading diary. When a child has read ten books (six books in Y5/6 due to the books being much longer), they are rewarded with a visit to Miss Howard (Deputy Headteacher) to choose a book prize of their own!

We are very proud of the fact that we hold the Liverpool Reading Quality Mark and are passionate about promoting reading for pleasure. We offer a huge range of books in our school library, and respond to children's book wishes on a regular basis.

Special Educational Needs and Disabilities

Our school provides for Special Educational Needs and Disabilities (SEND) using the Assess, Plan, Do and Review process highlighted in the 2015 Code of Practice. SEND provision in the school is firmly based upon a 'Quality First Teaching' approach led by the school SENDCo, Mrs Willshire.

The school SEND Policy is regularly updated in line with the Code of Practice. Additionally, school is fully compliant with the Local Offer and our own provision was reviewed in February 2021.

Classroom support and intervention is monitored termly against success criteria and staff are supported in reviewing provision based upon effectiveness.

It is the school's belief that interventions should be academically proven, smartly delivered and tailored to the needs of the pupil. Accordingly, each term teachers are encouraged and supported to evaluate interventions' effectiveness and the rationale for continued support for pupils with additional needs.

Wellesbourne Primary and Nursery School accesses a range of provision from outside agencies: the school is part of the Alt Valley 2 Consortia and much support is co-ordinated and administered through this group.

The following agencies are involved:

- Seedlings
- Mental Health Support Team
- Language Box
- ADHD Foundation
- SENISS
- Education Psychology Service
- Dyslexia Teaching Service
- Beanstalk Reading Support
- Merseyside SEN Teaching School Alliance

Parents are invited to make an appointment via the School Office to speak to the SENDCo if they have any concerns about their child.

Pupil Premium Grant

The Pupil Premium Grant is allocated to schools at the beginning of each financial year. The allocation is decided by a fixed amount per child where the family are entitled to free school meals. Schools are free to spend their Pupil Premium grant as they see fit. The Head Teacher has absolute discretion to decide, using all reasonable endeavours, how best the Pupil Premium be spent to benefit each child.

The Head Teacher will, so far as reasonable and practicable, consult with the Leadership Team, Governing Body, all staff and/or other interested parties to assist her in making a well-informed decision.

There is a higher percentage of children at Wellesbourne Primary and Nursery School allocated Pupil Premium than the national average.

The Government have also introduced a time-limited Recovery Premium Grant which is additional funding provided to school based on numbers of children eligible for the Pupil Premium Grant. The Recovery Premium Grant is designed to provide support for children whose education has been affected by the Covid-19 pandemic.

Details of Pupil Premium Grant Spending and the impact of previous years' spending can be found on our website www.wellesbourneschool.co.uk

If you think your child may be entitled to Free School Meals, please contact the School Office or visit <https://liverpool.gov.uk/benefits/free-school-meals/application-form/>



Safeguarding and Pastoral

Wellesbourne Safeguarding and Pastoral Team

Mrs Willshire (Designated Safeguarding Lead)
Miss Moore (Deputy Designated Safeguarding Lead/Learning Mentor)
Mrs Ryan (Headteacher)
Miss Howard (Deputy Headteacher)
Miss O'Donnell (Inclusion Office)

If you have concerns that a child is being harmed, abused or neglected you **must share your concerns immediately** with the school's Designated Safeguarding Lead or another member of the school's Safeguarding Team.

If you hear an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns without delay with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Concerns regarding the Headteacher should be directed to the Chair of Governors or Local Authority Designated Officer.

Anyone can make a referral about their concerns for a child to **Liverpool Careline** on **0151 233 3700**.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

Miss Moore, our Learning Mentor, supports children individually and in groups. She works mainly with many of our vulnerable families and helps to implement our school Behaviour Policy. If you would like any advice or support, please contact the School Office who will be able to arrange an appointment with Miss Moore.



Keeping Parents/Carers Informed

More formal 'Meet the Teacher' opportunities take place in the Autumn and Summer Terms.

The initial meeting is usually in October. This gives your child's class teacher an opportunity to get to know your child before chatting to you about their learning, and how we can work together to support him / her.

During the Spring Term you will receive a written report. This covers only reading, writing and mathematics. Should you have any concerns following this report you can make an appointment to discuss this with the teacher.

Towards the end of the year you will receive a final report which covers all subjects taught. In this report, you will be informed of your child's teacher for the following year. Parents of vulnerable children and those with additional needs will be informed earlier and a programme will be put in place to support smooth transition for them.

The school use a communication tool called ParentApp which can be accessed on a mobile phone. All letters and messages are sent out via the app and you are encouraged to sign up for this app – there is no cost. Letters and messages are also posted on the school web site.

We also publish a weekly newsletter which keeps you informed of upcoming important dates and what your child has been learning about in school. This newsletter is sent via ParentApp and posted on our website.

Our staff are happy to meet with you on an informal basis at any time of year. If you have a query related to your child, in the first instance this should be communicated to your child's class teacher. If this query is not resolved, or you are concerned about the outcome, your query should then be taken to your child's Phase Leader.

Quick messages can be passed on at the start or end of the school day. If you require a longer conversation, you will need to book an appointment to meet with your child's class teacher. Please respect the fact that at the start and end of the day the teacher has responsibility for the whole class, and will not be able to talk to you at any length.

Please ring the school if you wish to make an appointment to speak to a member of staff.

School Uniform



School Uniform

- Green sweatshirt, cardigan or sleeveless jumper (with the school logo on)
- White polo shirt
- Grey skirt, pinafore or trousers
- Sensible, black school shoes
- Green and white checked summer dress (summer months only)
- Grey shorts (summer months only)

Trainers are not permitted with school uniform. If your child attends school in trainers or inappropriate footwear, they will be asked to change into black school pumps provided by school and parents will be contacted.

PE Kit

- Yellow t-shirt
- Black shorts
- Black slip-on pumps

Children are allowed to attend school in their PE kit on the day they have PE (Y1-6). Football kits/own clothes are not permitted on PE days. If your child does not wear the correct PE kit, they will be asked to change into kit provided by school and parents will be contacted.

In colder weather, children may wear black tracksuit bottoms and trainers when taking part in outdoor PE.

Early Years Foundation Stage Curriculum

The EYFS Curriculum outlines what adults must do to help children learn and develop and to be healthy and safe. It is split into seven key areas.

At the end of the Reception year, pupils are benchmarked against the Early Learning Goals (ELGs) for each area. Attainment is described as either **emerging** (working below the expected level) or **expected** (working at the expected level) and these are reported to parents in the end-of-year written report.

The three Prime Areas are crucial for igniting children's curiosity and enthusiasm for learning.

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self -Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

The Prime Areas are strengthened and applied through the four Specific Areas.

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

National Curriculum

In Years 1-6, our children are taught the National Curriculum. This consists of separate subject areas:

Core Subjects

- English (Reading, including Phonics, and Writing)
- Mathematics
- Science

Foundation Subjects

- History
- Geography
- Art and Design
- Design Technology (DT)
- Music
- Computing
- Physical Education (PE), including Swimming in KS2
- Religious Education (RE)
- Personal, Social and Health Education (PSHE), including Sex Education in KS2
- Spanish

Children are assessed regularly by their teachers and tested termly in order to identify gaps in knowledge and plan next steps. Children undertake statutory assessments in Year 1 (Phonics Screening Check), Year 2 (KS1 SATs), Year 4 (Multiplication Check) and Year 6 (KS2 SATs).

Pupils are taught in classes of mixed ability using a variety of teaching methods. Children are sometimes taught as a whole class, in small groups or on a 1:1 basis. Teachers decide on the most appropriate method of delivery when planning activities for the children.

We are a Community Primary School with no affiliation to a religious denomination. There is a daily act of Collective Worship which all children attend. Parents have the right to withdraw children from Religious Education and Collective Worship.

We also have regular assemblies in school focused on health and wellbeing, relationships and living in the wider world. All children are expected to attend these assemblies.

Behaviour

Children are expected to behave appropriately in a variety of situations in and around the school. They are expected to take more responsibility for their behaviour as they get older and become more mature in making decisions about behavioural choices. The maintenance of an orderly community and the development of self-discipline in pupils are essential in fulfilling the ethos set out in the School Mission Statement. Our Deputy Headteacher, Miss Howard, has overall responsibility for behaviour in school. The full Behaviour Policy can be found on our school website.

In order to foster positive behaviour, it is essential that children are given clear and consistent messages. This requires constant re-enforcement and explanation of 'what we expect' and what is right and wrong. It is important that children who are punished for misbehaviour understand what they have done wrong and the consequences of their actions for themselves and others.

The approach to development is positive and takes the form of sanctions and rewards, recognising good behaviour. Good behaviour is celebrated through praise, children moving their name up the Ladder of Success, being rewarded with 'Wellies' (our school currency) and through Praise Assemblies.

Ladder of Success

Three stamps for individual chart
Two stamps for individual chart
One stamp for individual chart
All children start the day here
Miss playtime
Miss lunchtime too
Letter home

Consequences take place the following day in order to give children the opportunity to earn the time back through positive behaviours. More serious or repetitive incidents are dealt with on an individual basis.

The School Day

Nursery

Our Nursery offers flexible provision. Where possible, we aim to match this provision to the first choice of all parents/carers. Options we offer are listed below:

Mornings	Afternoons	'Start of the Week'	'End of the Week'
8:30am-11:30am every morning	12:00pm-3:00pm every afternoon	Monday 8:30am-3:00pm Tuesday 8:30am-3:00pm Wednesday 8:30am-11:30am	Wednesday 12:00pm-3:00pm Thursday 8:30am-3:00pm Friday 8:30am-3:00pm

Reception/Key Stage 1

School Day
Lunchtime

8:50am-3:15pm
12:00pm-1:00pm

Key Stage 2

School Day
Lunchtime

8:50am-3:15pm
12:30pm-1:30pm

Parents/carers are asked to ensure their child is supervised before the start of the school day. The doors open at 8:45am (KS2) and 8:50am (Reception/KS1). **No responsibility for children will be taken before this time.** We operate a Breakfast Club from 8:00am each day – please contact the School Office if you would like to request a place for your child.

The school has a zero-tolerance approach to absence and holidays during term time will not be authorised. The school follows the Education Authority guidelines and parents may be prosecuted should their child's attendance become an issue. We ask that, if your child is sick and will not be attending school, parents/carers telephone school to inform us of the reason. This ensures we can follow safeguarding procedures and support families where needed.

At the beginning of the school year, you will be asked to complete a form identifying whether your child can walk home from school (**Years 5 and 6 only**) and who is allowed to collect your child from school. We are not permitted to allow children under the age of 14 to collect any children from our school. If you would like to add/remove anybody from the list during the year, please contact the School Office. **Anybody who is not named will not be allowed to collect your child.**