



John Wilkinson Primary School and Nursery

Prospectus 2022-2023



JOHN WILKINSON PRIMARY SCHOOL
Coalport Road
Broseley
TF12 5AN

Telephone: 01952 882950

Email: admin@johnwilkinson.shropshire.sch.uk

Website: www.johnwilkinson.shropshire.sch.uk

We hope that all children attending our school will feel valued within the school community and benefit from the learning opportunities available to them.

We believe that education should be a partnership between home and school. To this end we welcome and encourage regular contact between teachers and parents/guardians/carers and their involvement in school activities.

**You are always welcome at school
so please do not hesitate to contact us.**



School and Nursery Staff

Head Teacher: Mrs R. Kerr

Deputy Head Teacher: Mrs S. Beard

Reception Teacher: Mrs L. Fleming

Year 1 Teacher: Miss M. Whiffen

Year 2 Teachers: Mrs M. Shannon

Year 3 Teacher: Ms L. Head

Year 4 Teacher: Mr B. Smart

Year 5 Teacher: Miss L. Kilby

Year 6 Teachers: Mrs S. Beard

Teaching Assistants: Mrs L. Baugh-Brown
Miss R. Clutterbuck
Miss E. Crook
Miss H. Ross
Mr G .Calcutt
Miss C. Slarke
Mrs S. Rushton
Miss C. Williams
Mrs L. Bigwood
Mrs A. Smith
Mrs L. Lowe

Nursery Staff: Mrs L. McGowen Manager
Mrs S. Bowen Deputy Manager
Mrs C. Wells
Miss C. Wilde
Mrs L. Parsonage
Miss C. Tooth

School Administrator: Ms G . Foster and Miss L. Boden

Cleaner in Charge: Mrs L. Fielding

Cook in Charge: Mrs J. Bradfield

Chair of Governors: Mrs C. Dangerfield

Vision

Creating a culture of curiosity where children, who feel healthy, happy and safe, thrive.

Our vision for the children and families at our school is to create a culture of curiosity where children who feel healthy, happy and safe, thrive. The learning opportunities that we carefully design, sequence and deliver ensure that your children are equipped to move onto the next phase in their education as well as cultivating a lifelong love of learning. Memorable experiences, high quality teaching and an exemplary curriculum engage and inspire our children to develop the characteristics of effective learners, understand the world around them (their school community as well as the local and global communities to which they belong) and grow into well-rounded citizens who demonstrate strong core values in their behaviour and conduct. We want all children to leave our school fully equipped to navigate the next stage of their school career and manage all that life may bring; academically, socially, emotionally and morally.

We want our children to....

- be playful, imaginative, creative and curious
- make, foster and keep positive relationships that make them happy
- be loving, caring and compassionate
- become confident to risk-take and mistake-make

Values and Ethos

Our school community uphold six whole school values, to help to ensure our children feel healthy, happy and safe. These are promoted through the code of conduct which we expect everyone to follow:

Be Responsible. Be Respectful. Be Ready.

Our school values are fundamental to our PSHE curriculum, but are also promoted through our wider curriculum work. These values are:

- cooperation
- respect
- tolerance
- responsibility
- empathy
- determination

These six school values underpin our whole school vision (below). If children and adults in our school are upholding these values, children can feel healthy, happy and safe. Once these conditions are in place, the lightbulb is lit and learning is optimised. A culture and ethos is created where children are curious learners, encouraged and supported by adults who are curious too, which optimises the attainment and progress that children make. The well planned and sequenced knowledge-rich curriculum supports children to ignite their curiosity for learning, in order to know more and remember more. It builds on previous knowledge so that children can link their learning together and see the big picture, being well prepared for the next stage in their school journey. Our behaviour expectations are encapsulated in our three school rules, “the three Rs”: Be responsible. Be respectful. Be ready. Once these conditions are in place, the lightbulb is lit and learning is optimised.

ORGANISATION

Admissions

John Wilkinson Primary School and Nursery is rated “Outstanding” by OFSTED

Pupils are admitted into school in accordance with Shropshire LA Admissions Policy.

All Shropshire maintained primary, infant and junior schools follow a standardised procedure for admission to school. The admissions criteria, which will be used to determine the allocation of a school place in 2019/2020, can be found in the “Parents Guide to Education in Shropshire” which can be obtained from the school office or accessed via www.shropshire.gov.uk/schools. This document also details when your child can start school and the admission criteria.

John Wilkinson Primary School is an inclusive school. Our commitment has been noted by the local authority who acknowledge our effective practice in the inclusion of all learners. Pupils with special educational needs (SEN), are well provided for at this school and the school has been rated as “Outstanding” with regard to SEN provision by the LA.

The school works hard to ensure pupils can access the building, the curriculum and perform to the best of their ability academically and socially. The governing body ensures that pupils with special educational needs join in everyday activities with other pupils (subject to certain conditions set out in Section 317(4) of the Education Act 1996 and Equality Act 2010). An access plan is available from school by request.

Making a good start at school in Reception Class

Prior to your child’s first day at school you are sent a letter to ask if you would like the Reception Teacher to visit you at home to introduce herself and meet with both you and your child in a relaxed, familiar setting or whether you would like to visit us in school. Your child is invited to visit school to become familiar with the staff, the building and routines.

During the pre school visits we invite parents to sample a healthy lunch at school with their child to illustrate the fantastic quality of our dinners and to help you decide if you would prefer your child to have dinners or sandwiches for lunch. Children in Reception, Year 1 and Year 2 are all currently eligible for a free school dinner, if you so wish.

Parents considering enrolling their children in John Wilkinson School may wish to make an appointment to visit school and meet the Head Teacher. Mrs. Kerr will be very happy to show you around school and answer any questions you may have.

The School Day

School Hours

Key Stage 1	Arrive 8.45	School day 9.00 a.m. - 3.15 p.m.
Key Stage 2	Arrive 8.45	School day 9.00 a.m. - 3.20 p.m.

At 8:45 a.m. children enter the school building, teachers are available in classrooms from this time. Please ensure you arrive by this time so your child can participate in early morning activities. No adult supervision of children is provided prior to this so parents should ensure appropriate arrangements are in place to ensure their child is safe on the journey to school, on their arrival to the site and entry into the building.

Breakfast Club

The school has a paid Breakfast club service which begins at 8.00 a.m. and finishes at 8.45 a.m. This club provides a healthy breakfast and high quality supervision. Children are then accompanied to their classrooms by breakfast club staff. We also offer an early start of 8.30 a.m. where supervision is provided from breakfast club staff . Further information including charges are available from the school office.

Break Time

Morning Break 10.30 a.m. - 11.00 a.m.

All children are offered free fruit to eat during break time. A healthy snack may be provided by parents in addition to the fruit provided by school, if you wish. Children always have access to drinking water and we ask that parents provide a water bottle to facilitate this.

The school has developed a **Healthy Eating Policy** in partnership with parents. We promote a balanced approach to healthy eating and would ask that all children are provided with healthy snacks e.g. bread products, yogurt, cheese or fruit. We are a nut-free site so no products containing nuts or nut traces should be provided, including nut or breakfast bars, Nutella, or similar. Sweets and lollies are not permitted.

After school

Children can select to become involved in our extensive after school activity provision.

High quality after school childcare until 5.30 p.m. can be secured through our after school club. Prices and further details are available.

Lunch Time

Lunch Break 12.15 p.m. - 1.15 p.m.

At John Wilkinson Primary School, we adopt a family dining approach to the school lunchtime experience for children.

Family dining allows children to eat in groups with children from other year groups. It encourages older children to support younger children and so fosters positive relationships throughout the whole school.

Being part of a community is an integral part of our school, and cooperation, responsibility and respect are values which we believe should be evident at all times of the day, including lunchtimes.

Instead of a canteen approach to serving dinners where children queue up for food, family dining allows children the opportunity to sit at a table straight away, to have food served by older children under the guidance of a staff member and to eat in a sociable way. The children also enjoy the opportunity to sit with staff occasionally to chat and share a tasty meal together.

The food is served to the table and the older children serve this onto plates. These children are trained how to serve food so they are always safe and responsible. Family dining provides the opportunity for all children to really get to know each other and also for us as a community to enjoy our lunch in a calm, pleasant and enjoyable way.

At the table, children enjoy the hot meal alongside bread and salad which is available for all. Desserts are served after the hot meal and there is always a fruit option should children prefer this. We have a wonderful catering team who specialise in providing healthy, nutritious and delicious food with plenty of variety and all food allergies and dietary requirements are catered for. To help ensure the meal choices are what the children really enjoy, we have established a children's committee of representatives from each class who are given the opportunity to consult regularly with their class peers on food preferences, and use this information to help influence future menus with our catering team's advice and support.

Children who decide they would prefer a packed lunch also eat in the hall so that, as a school community, we enjoy a shared lunchtime experience together.

If you are interested in your child having school dinners please contact the school office where they will be able to give you further information.

Home Time

Infants are to be collected by parents or their known representative at the exit door to each classroom. This is supervised by staff. It is important that teachers are informed of any change in routine. If your child is in Reception, Year 1 or 2 a written notification **must** be received by the teacher if any changes to collection arrangements occur.

Key Stage Two pupils are dismissed from the classrooms. Parents wishing to accompany them home should wait outside the their classroom exit door.

Children attending clubs will be dismissed in accordance with the directions on the parental consent slip. Please ensure you are on time for the collection of your child, as school staff or employed play leaders often have their own commitments at this later hour. **School must be informed , by an adult, if your child is not attending.**

Parking on the school site

Parking on the school site and dropping children off is **not permitted, except when dropping off children at 8:00 a.m. for Breakfast Club.**

This is to ensure the safety of children during busy times. It is important that all parents adhere to this policy. If you have a disability, please contact us to discuss access to the school. Please do not park in the hammerhead as this is reserved for staff who may work late and need to access cars safely or for staff who are leaving the premises during the day.

Security and General Safety

All visitors to the school site must report to the school office. Parents collecting children during school hours must report first to the office and sign children out. The school has a Safer Schools committee which addresses issues relating to school safety and consults with parents.

School is a **No Smoking** environment so please do not smoke on the school site. In the interest of hygiene, there should be **no dogs** on the site. We also ask that mobile phones are not used on the school site and handed into the office if you are staying on site for any event other than assemblies or sports day.

Absence

Children should only be absent from school when they are ill or when they have dental or medical appointments. It is important that parents telephone school to inform us of an absence **on the first day of absence**. The administrative assistant is available from 8:30 a.m. onwards to receive calls from parents. Should you be unable to contact us please send a note to the teacher explaining any absence as soon as possible, as this will be marked in the register. Lateness and unexplained absences will be followed up on day one to ensure your child's safety and will be recorded by school. Absence is monitored by the Education Welfare Service.

Under new government regulations any absences not explained are classified as unauthorised. As a school we ensure a further check is completed before recording an unauthorised absence. Parents will receive a letter from the school asking to clarify any unexplained pupil absence.

School Holidays

Please ensure your child attends school during term times by booking your annual holidays during the scheduled school holidays.

As of 1st September 2013 there was a change in School Attendance Regulations. Where there used to be an option for a Head Teacher to grant leave of absence for the purpose of family holidays during term time in “special circumstances,” **this has been removed.**

Head Teachers are now only allowed to authorise leave of absence when an application has been made in advance and it is felt to be for an exceptional circumstance; **the annual family holiday would not be deemed to be an exceptional circumstance.**

For any leave of absence request the Head Teacher is required to consider:

Previous attendance history.

The child's stage of education.

The nature of the trip.

Whether parents are restricted in terms of leave from their employer.

Leave of absence will **not** be authorised in the following circumstances:

For the first term of Reception.

For the first term of Year 3.

During examination periods in Year 2 and Year 6 (SATs).

Parents who take their children out of school must complete a Child Holiday Absence Form (blue form) **before** the holiday occurs and return it to the Head Teacher. The Head Teacher must then decide whether the absence is authorised or unauthorised. Unauthorised holiday forms are sent to the Education Welfare Officer as a matter of course.

Please note that taking an unauthorised holiday (with or without a blue form) can result in each parent receiving a warning and subsequently a fine through the Truancy Penalty Notice system.

If children have prolonged absences from school they may miss blocks of work which will not be repeated. We realise that this is unavoidable if illness occurs but research shows it can have an impact on progress.

School Clothing

There is a dress code at school. Parents should ensure children are suitably dressed for school and that high standards of appearance are promoted. Jewellery should not be worn to school. If ears are pierced, only stud earrings should be worn due to Health and Safety. These should be removed or covered with plasters during P.E. and sports activities. Watches may be worn.

Hair should be tied back if long and parental discretion should be used in selecting styles appropriate for the school term. No patterns, colours or extreme styles are allowed.

Religious belief may mean that some pupil's adherence to the dress code can be discussed with the Head Teacher and Governors.

School Uniform	
Trousers or skirts	Black or dark grey trousers or skirts. Red and white dresses may be worn.
Shirts	White or red polo shirts or white cotton shirts.
Jumper	Red jumper/cardigan , sweatshirt or fleece. Items bearing the school logo are available
PE	Black shorts and red t-shirt. Black track-suit. Trainers.
Shoes	Black school shoes—preferably Velcro fastening until children can tie their own laces. (no trainers for every day wear.)

Items bearing the school logo are available from our supplier.

**All clothing should be clearly named.
School cannot accept any responsibility for any lost items.**

Medicines

If it is necessary for your child to take medication prescribed by the doctor during the school day, please come into school to discuss this. Medication should be brought to school by a parent or a responsible adult and the relevant form completed, this can be obtained from the school office. Medicines should be clearly labelled with the child's name and dosage. We cannot administer all medicines but we do try to support parents wherever we can.

Inhalers for children who are asthmatic are stored in the child's classroom unless negotiated otherwise.

Please see the Head Teacher if health support is required and we will complete a care plan with you to ensure your child's needs are met.

School Medical Examinations

The following information sets out the arrangements for routine services provided by the School Health Service in conjunction with the school.

During your child's first term at school, he or she will be offered a general health check, including a measurement of height, weight and hearing test. This is carried out by the School Nurse. At some time during the first year at school your child will also have a vision test carried out by the Ophthalmist.

The School Health Service now operates a system of selective medicals. During their first year, and preferably their second term at school, children are considered for such medicals if concerns are expressed by the School, School Doctor, School Nurse or parents. In all cases, full discussions will take place with parents and parental consent obtained before any examination takes place.

Year Six children are also weighed and measured; this was introduced in 2006 and is part of the Health Services initiative to monitor health of children at school age. Parents are consulted and complete a form giving permission for this.

Flu vaccines are also delivered at school using nasal spray. Parents are consulted and complete a form giving permission for this.

Lost Property

Lost property is put in a lost property bin, there is one in Key Stage 1 and one in Key Stage 2. We always attempt to reunite these items with their owners but all unclaimed items are disposed of at the end of each term. **Please ensure all items are clearly labelled with your child's name to help us reunite any lost clothes with their owners.**

Sun Protection

Please ensure that during the summer months children are sent to school with a sun hat and sun cream. These should not be shared with other children. Sun cream should be applied by the child.

Educational Visits

We believe that children learn best from direct experience; to this end the school arranges a variety of out of school activities. Some of these are very much a part of the termly routine whilst others take place less frequently, generally to places further afield. Residential visits including a visit to Arthog in Y6 are also arranged for older children when staffing permits and places are available.

Transport for swimming and sports matches will be either by hired coach or through parents own arrangements. Supervision complies with standards specified by the L.A. The level of supervision for each outing is determined by the place of the visit, the age of the children and the nature of the activities involved.

A consent form must be signed before your child can accompany us on out of school visits. We invite parents to make contributions towards the cost of these visits although they are, at times, subsidised by the School Fund or the PTA.

Visits will not go ahead if there are insufficient contributions. A full charging policy is available on request. Attendance on any visit is at the Head Teacher's discretion.

Insurance

The school has Travel Insurance which covers all children and accompanying adults on school visits, this policy does not cover personal property, money etc.

Our Classes

Children are arranged in mixed ability classes according to their age, and we have single age classes.

Within each class, a variety of teaching strategies are used to ensure learning is interesting and stimulating for the children.

The National Curriculum is in place for all year groups. We provide a broad and balanced curriculum for all of our pupils and give **creativity a high priority in our school.**

CURRICULUM

Our Curriculum is structured across the school to define knowledge and progression and is enhanced by a comprehensive programme called Cornerstones Maestro. This provides knowledge-rich, sequenced units of work for Geography, History,, Art and Design and Technology. Long term plans are in place for all subjects, to ensure knowledge is sequential, builds upon prior learning towards defined end-points and is age-appropriate. We also offer interesting and exciting learning opportunities through our innovative approach to the wider curriculum. We provide enrichment opportunities every week for all children across school which include Outdoor Learning and Gardening in our school allotment. Funding is often used to buy in experts who provide 'memorable' days at school for children. This complements our planning and provides learning experiences which are memorable and fun for our children. The PTA often contribute funding to these visits.

From September 2021 early years providers are asked to follow the new Early Years' Foundation Stage framework.

Our provision is very carefully planned but is also responsive to children's interests and needs. Children have a wealth of experiences which include learning in our Outdoor Learning forest areas and learning through independent and planned play.

In Key Stage 1 and 2 subjects are taught as subjects in their own right but also as part of an integrated approach.

National Curriculum

Currently the National Curriculum consists of three core subjects, Mathematics, Science and English and foundation subjects which are History, Geography, Design and Technology, Art, Music, Languages Computing, P.E.. We also teach P.S.H.E. (including Relationships and Sex Education), and R.E. Citizenship is threaded through our PSHE provision. In the Reception class, children are taught through the Early years Foundation Stage curriculum which identifies seven areas of learning. Children begin National Curriculum work in Year 1.

English

English is taught daily. We encourage all children to develop the ability to express themselves well in the spoken and written word. Throughout school, children are engaged in a wide variety of activities planned to develop reading and writing skills for different purposes and different audiences. These skills are threaded through the whole curriculum, allowing children opportunities to apply their knowledge and understanding. The Write Stuff approach also informs our teaching and provides a rich range of learning opportunities which support all learners regardless of ability.

Early reading is developed through the use of a daily phonics lesson and regular reading practice using fully phonically decodable reading books. As children become more fluent readers, they are encouraged to take a range of books home to read to themselves or to share with their families, and to keep a daily reading diary, motivating all children to want to read. We have a book banded reading system in school from year 2 onwards where we match children's ability to a range of coloured books which will support their reading development. All children also have a book from the school library each week. Reading is given high priority at the school which has resulted in high attainment in this area.

Mathematics

Maths is taught daily. The school have adopted a mastery maths approach as their preferred teaching methodology.

"Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths." NCETM

Achieving mastery means children acquire a solid understanding of the maths that's been taught so they can then move on to more advanced material.

The 5 key principles are:

Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure. NCETM

Maths is developed in three principal ways:

- 1. Numeracy lessons, e.g. investigating patterns in 100 squares**
- 2. Cross curricular work, e.g. using co-ordinates and direction in map work**
- 3. Everyday situations, e.g. counting the number of children having school dinners or sandwiches.**

Science

Science is an essential part of the curriculum for all children. Many scientific investigations, experiments and observations are planned as part of our work. Much of the work is of a practical nature and is recorded in a variety of ways depending upon the ages and abilities of the children. At all stages children are encouraged to hypothesise, question, discuss outcomes and evaluate their results.

History and Geography

The knowledge to be retained is carefully defined in these subjects so learning occurs in a progressive manner. As a result children retain the key knowledge and develop understanding of the past and how events have influenced and shaped the present world and society. They learn about the local area and compare it to contrasting areas around the world. Visits out of school are planned as an integral part of some of this work. These opportunities bring history and geography to life and create lasting memories of learning.

Computing

We are well resourced with a large range of software and hardware to fulfil the needs of the curriculum. Computing is used to complement and enhance all of the curriculum subjects but is also taught discretely. Online safety is an important part of our offer. All classes have interactive whiteboard technology. We also have a large number of laptops and iPads in use by all classes.

Art

The school has a commitment to the arts and as a result has high quality art work on display in the school.

Children's artistic skills and appreciation are developed as they are introduced to a wide variety of materials and techniques. They have a sound knowledge of artists and techniques as they progress through school. The school has its own clay kiln and potter's wheel. The annual Art's Week based around a theme is always a popular event with the children. Visitors to school regularly compliment our school art displays.

Music

A specialist music teacher is employed at the school and makes Thursdays one of our favourite days!

Children are given experiences in creative music making and formal music activities. There are a large number of musical instruments available in school. **Specialist teachers help us deliver the Curriculum and singing across the school.** Members of Shropshire's peripatetic music teaching staff attend school to give optional instrumental tuition; these opportunities have included drums, keyboard and guitar, at an extra cost. Further details can be obtained from school.

Religious Education (R.E.)

The emphasis throughout school is on working together in harmony. Assemblies are held regularly each week which promote our school ethos and allow children to discuss the world around them. Worship takes place daily both in whole school and class assemblies. Religious Education is based on the Shropshire Agreed Syllabus and allows children to explore many different faiths and is enhanced with Cornerstones resources. Children whose parents specifically ask for withdrawal from assemblies and R.E. lessons may exercise that right. Alternative arrangements are made within school for those pupils.

Physical Education (P.E.)

The school was awarded the Active Mark for exceptional delivery in P.E. and holds a Gold sports mark in recognition of the breadth of provision and inclusive nature of PE in the school.

The school is well equipped for Physical Education. P.E. may take the form of swimming, games, gymnastics, movement/dance or the development of skills. The curriculum is planned to develop individual skills, team work, understanding and knowledge. Children have opportunities for P.E. beyond the school day in a range of clubs and organised partnership events. Alongside traditional sports such as football, we try to offer new experiences such as orienteering. **We are fortunate to have two specialist P.E. teachers who support us in delivering a high quality P.E. curriculum.**

Through sport we try to ensure that each child achieves his or her potential in the range of sporting activities provided and ensure that the children understand and appreciate the benefits of physical exercise/activity in its various forms.

Design & Technology (D.T.)

D.T. is carefully planned to ensure we have a clear understanding of the knowledge children need to develop and ideas for interesting contexts for learning. Children are helped to evaluate different existing products to see how they work, to design a range of products based upon a need and then to make the product using a variety of skills practised in lessons. Children will create a range of products over their time at schools such as fruit smoothies, playgrounds and puppets!

Personal Social and Health Education (P.S.H.E.) including Relationships and Sex Education and Citizenship

PSHE curriculum

A new programme of PSHE has been developed which considers children's emotional health and well being. The school offer has overarching skills, values and attitudes which drive children's decision making and this is informed by the knowledge they develop through three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world

There is a statutory universal entitlement to Relationship and Health education which we have been developed alongside parents, governors and advisory staff.

Children are encouraged to become active members of society and are given responsibility, learning how to make the right decisions. We have high expectations of behaviour and much of our PSHE teaching will be on a daily basis as we work with the children to develop their emotional well being.

We also promote a Core Value each half term, that we develop in school and reinforce throughout the curriculum and in assemblies. This contributes to our British Values agenda.

At John Wilkinson School we believe that Personal Education in its widest sense incorporates learning about values, attitudes and relationships, and therefore should be integrated into the curriculum where possible. We also provide a wide range of activities or learning experiences which protect children in many different ways—road and pedestrian safety, online safety, health and fitness in PE and extra curricular activities.

We believe that it is necessary to create an atmosphere where questions can be asked and answered without embarrassment. Therefore, questions from children may arise in almost any context and are answered in a straightforward way. Copies of the School PSHE Policy may be seen in the office.

Pastoral Care and Discipline

In line with the Discipline and Anti-Bullying Policy, emphasis is placed on the development of self discipline to enable children to become respectable members of the school community. Children at our school are expected to emulate the good behaviour of their peers to ensure we have a purposeful learning environment within the school. Should there be any issues, the school and parents work together to resolve problems and offer support. Children's safety during all school activities is the responsibility of all staff . Please report any issues or bullying immediately to the Head Teacher who will deal with them as a matter of priority.

Learning Power

We encourage children to become better learners in school and younger children focus on different Learning Superpowers each term. The children love using their superpowers and achieving rewards for becoming a Super Hero Learner! Building Learning Powers redefines 'student achievement' to include students' growth as learners though developing their learning disposition.

Assessment

Assessment is an integral and regular part of all our work throughout school.

In reception class children complete The reception Baseline assessment within the first six weeks of starting school. Play based learning opportunities enable the teacher to assess children's knowledge and understanding, and the next steps in learning journey. The Foundation Stage Profile is completed at the end of the year.

In Year 1 children complete the phonics screening check.

Assessments are made at the end of Key Stage 1 using teacher assessment and Standard Attainment Tests (SATs) in line with government requirements.

In Year 4 multiplication tables tests will occur.

At the end of Key Stage 2 we use teacher assessment and Standard Attainment Tests (SATs) to assess children's performance before secondary transfer in line with government requirements. Non-statutory tests and teacher assessments are also used to assist us in tracking pupil progress throughout the school. This helps us to understand the gaps in pupils knowledge and to improve planning to address the gaps.

We work hard to ensure children are well prepared for tests but we provide this through high quality, stimulating and engaging activities for pupils. Our tracking of pupils allows us to identify any child who requires additional support to accelerate progress and this helps to ensure high levels of attainment are maintained.

The school are very proud of the results over time which show our results are above national averages and sometimes in the top 5% of schools.

Homework

The school has a homework policy which details homework for children in each key stage.

Children take books home to read. Parents of children at Key Stage 1 are asked to share books with their children as often as possible, preferably daily, in a supportive, calm and fun way. Ideas and advice to develop reading can be sought from class teachers. Children at Key Stage 2 are encouraged to be enthusiastic readers who read for pleasure. For older children, parents can support by reading together daily, asking questions, searching for texts by the same author and buying books together, which all help motivation. If your child loves to read you know we have all been successful!

Reading development is a strength of our school and we have excellent results with ensuring our children are confident readers by the end of key stage 2.

Children are also set weekly tasks, practical work or research which they should try to complete to the best of their abilities as these activities will support them in developing their learning or understanding further. Other activities relate to work covered in classes. Parental support is very valuable to ensure children benefit from these activities. Evidence shows pupils who do complete all homework activities to a high standard benefit educationally.

Remote learning is available should this be required due to Covid –19.

Special Educational Needs

Children's special educational needs are identified by school staff, parents or educational support services in line with the SEN Code of Practice. Parents are always consulted and involved in decisions made about their children. We aim to identify children who require additional support as soon as possible to allow early intervention. Children with special educational needs are integrated in classes throughout school but are on occasions withdrawn for individual support. For children on the Special Educational Needs Register, Pupil Centred Plans (PCPs) are produced and reviewed termly to ensure that children's needs are met and that they are making good progress. Specialist outside support services are consulted when appropriate. Outcomes for pupils with SEN are good, with pupils achieving well in relation to their prior attainment. Copies of the SEN Policy may be obtained from Mrs L. Fleming, Special Educational Needs Co-ordinator (SENCo).

Child Protection

Mrs. Kerr, Mrs. Beard and Mrs. Fleming are the named school staff who deal with Child Protection issues. Mrs McGowan and Mrs. Bowen are trained at the same level for Nursery and after school provision. However, all staff have child protection Level 1 training.

"The school aims to help parents understand the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about pupil welfare." LA 2008.

Procedures for child protection are issued to schools and we have a duty to follow these when child protection issues arise. The school has an access plan and an equalities plan and these are reviewed annually by the governing body. In the plans we aim to improve outcomes for vulnerable groups and have been successful in meeting our aims to date. These are available from school on request.

All staff have undergone PREVENT training to develop awareness of radicalisation in schools which helps staff identify vulnerable children.

Gifted and Talented (G&T)

Provision is made for children who are more able in academic subjects or who have talents in more practical areas such as Art, Music or P.E. All staff are involved in the identification of these children. Opportunities are sought out and provided to extend these children and the school consider the results of this group to ensure provision is made for these children to progress and succeed.

Reporting to Parents

Meet the teacher sessions occur in the Autumn term. These are valuable and help to build relationships and explain class routines. Parent Evenings are held twice a year during Autumn and Spring Terms. Parents receive a written annual report in July and are asked for feedback to help school improvement. Parents are welcomed into school to discuss their child's progress. Appointments can be made with the class teacher at any time should you have any concerns.

Extended School Activities

We offer complete care for children from 8:00 a.m. to 5:30 p.m. Our popular Breakfast Club starts at 8:00 a.m. and provides children with a delicious healthy breakfast at a small cost. Our After School Club runs from 3:00 p.m. until 5:30 p.m. (5:00p.m on a Friday). Further details are available from the school office. In addition to this care, we also provide a variety of after school clubs for children, so that they benefit educationally whilst having fun!

Our extended school activities are led by teaching staff, sport coaches, visiting teachers and teaching assistants. These optional activities vary during the year but include a wide range of new opportunities for pupils' development. The activities often include Football, Netball, Dance, Art and Cooking. Each term a letter is sent to parents detailing the opportunities available. We ask for a contribution towards the cost of clubs to enable us to properly resource them and to ensure we can offer a range of opportunities. Activities are highly valued and contribute to pupil progress and enjoyment.

Parents appreciate the childcare benefits of our extended school provision which is proving to be very popular.

Publicity

Photographs, videos and news items are published weekly through our website, school Facebook page and weekly newsletter. You will be sent a form to give permission for your child to be photographed or videoed. Please let us know on this form if you would prefer for your child not to appear in publications.

Charges and Remissions Policy

The Governing Body recognises the valuable contribution that the wide range of additional activities including clubs, trips and residential experiences can make towards pupils' personal and social education.

The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The Governing Body reserves the right to make a charge in certain circumstances for activities organised by the school. The full Charging Policy is available from the office. It will be important for parents to support the school in this due to increasing budget constraints.

Complaints

The school has established arrangements for dealing with complaints. Parents (and others) are encouraged to raise concerns or complaints with the Head Teacher or class teacher, who will be able to discuss them either there and then or at a mutually agreed time. We hope to resolve any issues to the satisfaction of all parties.

If you are not satisfied with the outcome of your concern or complaint you can should then follow the schools complaints procedures .

A full statement of the school's Complaints Policy can be obtained from the school office and school website.

Parent Teacher Association (PTA)

The school has a committed PTA. All parents are automatically members on their child's entry to school. A copy of the constitution is available from the school on request. Election of officers are held annually at the AGM. There are many ways in which you can become involved, e.g. by suggesting activities, working in school, helping at organised events or by serving on the committee. Many fun functions are organised, including regular discos for the children, cinema trips and family bingo.

Nursery Provision

Our purpose built nursery opened in Spring 2017. It caters for children from two years+ old to pre-school age. It is housed in newly built, spacious accommodation with a free flow outside play area but the whole of the school environment is available for use including our outdoor learning areas and vast school grounds. There are close links between Nursery and Reception to ensure smooth integration into the school.

Please ask at school Reception for further information and for a Nursery prospectus.

Secondary Education

In the Autumn Term parents of Year 6 children are required to record their preference for the secondary school they wish their child to attend by application to the Local Authority. Decisions about school places are announced by the Local Authority in line with other local authorities.

Many pupils transfer to the William Brookes School in Much Wenlock. Some children transfer to Bridgnorth Endowed School, Oldbury Wells, Newport Grammar, Thomas Telford (postcode dependent) or other local secondary schools.

Please note that if your child comes to John Wilkinson School, this does not guarantee that he/she will be given a place at a particular secondary school, even if there is a close association between the two schools.

And Finally...

We hope you find the information in our prospectus useful in assisting you in selecting the appropriate school for your child. You are most welcome to visit our school and see us in action, you can then appreciate the calm and purposeful learning environment, the excellent behaviour of our pupils and the wide range of learning opportunities we provide in order to achieve high standards of teaching and learning.

We encourage parents to read our last OFSTED report which reflects the excellent provision which our school offers. Although our last inspection was some time ago we are risk assessed annually to check standards remain high and that the Outstanding judgement is still appropriate. This is available to view on a link on our school website.

www.johnwilkinson.shropshire.sch.uk

Should you have any queries or feedback related to the prospectus please let us know so we can continue to strive for improvement.

JOHN WILKINSON SCHOOL & NURSERY



BROSELEY