

THE WHARTONS PRIMARY SCHOOL



WELCOME

**Mission Statement: - Excellence, Enjoyment & Achievement
for All**

2017/18

Dear Parents/Carers and Friends,

Welcome to The Whartons Primary School Prospectus we hope you find this booklet interesting, helpful and informative.



At The Whartons we believe all children should be given every opportunity to learn, play, reflect, develop and grow in a safe, caring, stimulating and happy environment.

Our aim is to provide a wide range of high quality learning opportunities for all the children and to help them become independent and responsible young people.

We want the children to enjoy their time at The Whartons and make the most of all the opportunities we have to offer them and to feel valued. To achieve this we know we need to work closely with parent/carers; developing close and trusting partnerships which ensure your children flourish.



This prospectus will tell you a little about our school, but to fully appreciate what we offer, you need to spend time with us. Check the website (www.whartonsprimary.co.uk) for our Open Day dates or contact the school office (01943 465018) to arrange a visit.

Make The Whartons the start of your child's learning journey.

Julia Dickson

Headteacher



Links with our Community



A visit from Lizzie Armitstead – an Ex pupil, Silver Olympic Medallist (2012) and World Road Race Champion

‘Thank you for having me back after The Olympics. I hope after Rio 2016 I can bring back a Gold to show you! As great a school now as it was when I was here! Thank you’



Our 2016 Winners of the Otley Annual Road Safety Quiz

A visit from our Community Police Lady

We feel it is important for our children to be active members of our school community and our local community and we are looking to develop links with other diverse communities both here and abroad.

Our children have many opportunities to not only maintain existing links but to build new ones with our community, both local and further afield.



Walking In Otley Carnival

Our School Environment

The school buildings are situated at the top of a hill with extensive grounds and magnificent outlooks.

Situated on the edge of North Yorkshire with open fields to the rear and with the front of the school facing Otley Chevin, it is a beautiful place to in which to learn and grow.



In addition to our playing field we have an area where shrubs and trees, planted by the children, are now maturing and form a rich environment for wildlife. A meadow area allows us to observe a varied collection of grasses, and a large pond means that children can pond-dip and observe the variety of mini-beasts throughout the changing seasons.

As we look to be a sustainable school and develop skills of enterprise, many opportunities are given to ensure children engage with nature. Looking after animals and growing our own produce are just some examples of how the school uses the wider environment to enhance learning and develop the whole child.

The building itself was opened in 1976 and in 2002 underwent a major conversion. The large classrooms and teaching spaces ensure flexibility in our teaching styles and there are smaller group teaching spaces available as needed.

Our library is central to the school and we now have the books on a computerised system making it much easier to use and borrow them. Trolleys complete with laptops, a set of mini iPads and electronic whiteboards in every classroom mean our children and staff are able to utilise a range of technologies to support learning.

In addition to our two hard surface playing areas we have an excellently equipped secure outdoor area that ensures our youngest children have access to outdoor play as part of their Foundation Stage education, as well as the large school field which we use in dry weather for sports activities.

This year has seen a revamp to Early Years Foundation Stage outdoor area which operates a free flow approach where children's learning and development is supported across all curriculum areas both inside and outside the classroom.



Both KS1 and KS2 playgrounds benefit from adventure trails and organised play opportunities at break times.

A Vision for our School.

We believe that learning should be fun, purposeful, and challenging for all children.

We will achieve this by:

- Equipping our children with a sense of well-being, empathy and belonging; through the wide range of learning experiences both within the school family and throughout our wider community
- Celebrating difference and enjoying the rich environment that diversity brings
- Nurturing and challenging all our children, meeting their individual needs thus enabling them to thrive and reach their true potential
- Providing a curriculum which reflects children's interests and engages children's curiosity in the world around them; regularly using the outdoor environment to enhance learning experiences
- Lay firm foundations for life-long learning through developing pupils' skills of relationship building, resilience, risk-taking, resourcefulness and reflection (Learning to Learn)
- Developing our children to be self-assured, independent thinkers with an enterprising spirit



In its fullest sense the curriculum is made up of all the opportunities for learning provided by our school. It includes the formal programme of lessons and the extra-curricular and out-of-school activities.

Collecting rhubarb for Cooking Club



Preparing the planters for the new season

In Gardening Club



**Working with our local community to
produce our own goods.**



Selling what we grow to parents



In encompassing the legal requirements of the new National Curriculum we aim to provide children with an exciting, relevant and enriched curriculum that is broad-based and imaginative, a curriculum that will raise standards and offer enjoyment and achievement for all.

We provide a variety of extra-curricular activities. We also

organise visits or invite visitors into school so that our children are able to have the first-hand experiences that under-pin their learning.



Den Building as a whole school community

Organisation

Children usually join the school at 4+ and enter our Reception class.

Our Early Years Curriculum helps to nurture social, emotional, intellectual and physical well-being, providing the children with positive attitudes and approaches to learning. Play based enquiry has a vital role in our young children's learning and we promote well-planned opportunities for child initiated and teacher led investigation, both indoors and outdoors.



After the Foundation Stage, children enter Key Stage One (Years 1 and 2) followed by Key Stage Two (Years 3, 4 ,5 and 6). Here the children follow the National Curriculum. An outline of the whole school curriculum is displayed on the website so you can see the progression from year to year.

What follows is a brief snapshot of each area of our curriculum :

English

The aim for English in the Whartons is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, whilst developing their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly and accurately, adapting their language and style for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Speaking, Listening and Drama

We provide a range of opportunities for children to develop their skills in speaking and listening through drama, presenting to the class, debates and discussions, performing in productions at Harvest and Christmas and through assemblies.

Reading

At The Whartons we focus on 2 areas of reading:

1. Word reading
2. Comprehension (understanding texts)

Starting from the Foundation Stage and Key Stage 1, we use the Phonics scheme and utilise the support of teaching assistants, parent helpers and peer reading buddies where children in Year 6 support Year 1 readers. Reading is taught in guided reading sessions twice weekly and a reciprocal reading approach, to engage children in actively exploring texts, is used.



We have a well-stocked, interactive library where all classes are timetabled in weekly to choose new books to read in their own time. The books at The Whartons cover a wide range of genres, text types, fiction and non-fiction.

In classes, guided reading takes place, using a follow up to the Key Stage 1 phonics scheme, called Bug Club. These are teacher led, with a small group of children reading and sharing the same book. These sessions focus on the reading and comprehension of the texts and children in Key Stage 2 are given 'follow-up tasks' to complete ready for the next session.

Writing

We believe that writing is most likely to develop when children have a purpose or audience for their writing.

Our approach acknowledges that writing is a process that at times can be individual but at other times can be shared; it is also likely to involve drafting and redrafting before arriving at a final product – in such a context children are regarded as authors and their work valued.

Our children experience a variety of genres and learn a range of techniques to help them deal with non-fiction texts.

We focus on 2 main areas for writing in school:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Teachers aim to develop pupils' competence in these 2 areas as well as being taught how to plan, revise and evaluate their writing. The Whartons teaches a range of text types, authors and novels throughout Foundation Stage to Year 6. All text types are covered in various years, ensuring children build their knowledge and understanding of a range of text types through continual revisiting and using different genres.

We also focus on writing through other subjects and ensuring the children are applying the skills learnt in literacy to all writing they do throughout the curriculum. Children's work is valued by being displayed throughout the school and being shared in weekly sharing assemblies in front of the whole school.



Trips and events, such as our recent Den Building Day, ensure that children have regular access to exciting stimuli to inspire their writing. We also have regular Big Write sessions throughout the school whereby all classes play Spelling, Punctuation and Grammar games, followed by planning for and writing of a specific text type. The classroom is transformed by flickering candles and soft music into a calming, relaxing atmosphere where the children get quiet time to just write, with not much stimulus from the teacher.

This is already having a great impact on their work. There is a focus on handwriting from the Foundation stage and takes the form of a simple cursive style.

ICT & Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Laptops and iPads , along with a variety of other technological aids are used throughout the school. ICT skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning.

Computing is taught as a standalone subject and aims to ensure that all pupils;

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

We are linked to the internet via Schools Broadband and we have our own website,

www.whartonsprimary.co.uk.



Mathematics.

We are proud of our achievements in Mathematics which have consistently exceeded National Expectations at both Key Stages.

Work is differentiated to meet the individual needs of our children and lessons are structured according to the National Curriculum Programme of Study and are skills based.

Within this we emphasise the development of mental agility, by using key instant recall facts (KIRFs). We also involve them in investigative, open-ended work. We encourage children to develop their own strategies and to use appropriate equipment/resources, including calculators and software.

In building solid foundations we aim to promote confidence and an enjoyment of the subject.

Cross curricular links between maths and other curricular areas are planned for.



Investigating maths

Science

'Children have a natural interest in the world around them and like to investigate and collect things. Most children like to learn to do things for themselves. They are inquisitive and ask many questions. Besides being a National Curriculum requirement, we teach Science because it provides children with the opportunity to explore, to investigate, to question and to organise their thought processes. It helps to develop attitudes of perseverance, co-operation and caring. It provides as aid to understanding and clarifying other areas of the curriculum. It encourages children to look beyond themselves at the world around them. Science and its consequences already considerably affect our lives and will no doubt feature even more strongly in the lives of our children.

We offer a broad and balanced Science education and our aim in teaching Science is to develop-

- Children's natural curiosity and develop a scientific approach to problem solving.
- Open-mindedness, perseverance and responsibility.
- A caring attitude and appreciation of the natural world.
- Confidence and the ability to work in a team or independently.
- A progressive understanding of scientific ideas and processes.
- Practical skills and encourage safe use of scientific resources.
- A deep and lasting interest of Science through experiences that are interesting, enjoyable and fun.'



History

Our chief aim in teaching history is to develop in children a curiosity about the past which informs their understanding of the present.

Studying history contributes to the children's knowledge and understanding of other people's countries and cultures and how past events have influenced the world in which we now live.

We first focus on developing children's understanding of the concepts of time and sequence in relation to their own lives and their awareness of the concepts of similarity and difference. The children are then taught how to use simple first-hand sources of evidence - artefacts, pictures, photos and people to answer questions about the past. Stories are also used to develop an awareness of the past and their knowledge of famous people who lived in times long ago.

These skills are extended at Key Stage 2 where children are taught to access a wider range of information sources to build up a picture of life at key periods in Britain's past and in ancient civilisations in other parts of the world.



Students turn in to Archaeologists to find out about Viking Civilization.

Children are helped to develop an awareness of chronology and an understanding of the different ways in which the past can be interpreted through working with documents, artefacts and themed days led by visiting specialists. Children are encouraged to communicate their findings through the spoken written word and through artistic media.

Year 5 Greek Day



Year 1 Visiting Ilkley Toy Museum



Geography

We begin by fostering the children's curiosity and sense of wonder at the world around them. From this starting point topics such as 'Around our school, The local area, Contrasting localities and Improving our environment' are used to teach the knowledge and concepts of geography.

Skills for investigating and communicating are gradually built upon and enriched as our children begin to understand why their surroundings are shaped as they are.

The value of fieldwork is emphasised throughout the year groups, with topics taught through real examples and direct experience in a range of locations both near and further afield. Children in Year 6 undertake a residential week in The Lake District, providing a great opportunity to study other places. Such studies help children to value and respect the diversity of people and places and enhance their sense of responsibility for the care of the earth and its people.



Year 6 enjoying their Lake District Residential



Art

At The Whartons we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We want them to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

We use a range of materials to design and make products. We use drawing, painting and sculpture to develop and share ideas, experiences and imagination. We study the other artists, linked to our themed area where appropriate, to develop children's ability to work with colour, pattern, tone, line, form, space and a range of media.

Design Technology.

Design and Technology is an inspiring, rigorous and practical subject. At The Whartons we aim for our children to use their creativity and imagination to design and make products that solve real and relevant problems linked to their class themes.

Through a variety of creative and practical activities, the children are taught the technical understanding, design methods and making skills needed to produce creative, practical solutions to real problems. This helps them to prepare for living and working in a technological world. Our Design and Technology programme includes work on food, textiles, structures, mechanisms, electrical and mechanical systems.

Designing & Making 3d Models from Recyclable Materials



Making Animation From Plasticine

Music

Music encompasses a variety of skills and an appreciation of the many facets of the subject is encouraged throughout the school. It is an all-inclusive subject where every child has the opportunity to contribute.

The main strands of the subject are composing, performing, transcribing, describing, listening and through these elements the physical, mental and social skills of our children are further developed. In Key Stage 1 the children develop an awareness of sound through songs, action rhymes and exploring instruments.

In Key Stage 2, all children have the opportunity to learn the descant recorder and the ukulele, and extend their skills using the many keyboard and percussion instruments we have available. A basic understanding of musical notation is also taught during KS2.

Our commitment to music is illustrated by our use of peripatetic musicians who teach strings, woodwind and brass to groups of interested children. We also invite specialists in World Music to deliver practical workshops in Steel Pan and Indian Music.

We also have an established tradition of performance for each other, for family and friends, and for the local community.



Modern Foreign Languages

MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Our chosen language at The Wharton's is French, each year group has a weekly lesson that covers a variety of skills in the language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Physical Education.

At Key Stage One we focus on Dance, Gymnastics and a variety of small Games activities. In Key Stage Two we extend this programme to include Athletics and Outdoor Adventurous Activities. Years 3 also have swimming lessons at our local Pool.

We provide a range of out-of-hours activities at our school through teacher led and external providers.

We are keen to promote the value of a Healthy Lifestyle and our programme is aimed at individuals, small groups or teams.

We have used Government PE funding to buy in the expertise of a PE Teacher who works with children and staff to enhance the quality of PE lessons. Our specialist also organises interschool tournaments following a unit of learning.



Specialists helping us learn new skills

Religious Education

Our Religious Education Programme follows the Leeds Agreed Syllabus and it acknowledges the fact that we are living in a multi-cultural society. We believe in providing opportunities for children to understand not only Christian beliefs and customs, but the beliefs and customs of other faiths.

Hopefully our Religious Education programme will encourage a reflective approach to living, knowledge of religious beliefs and a development of personal skills in forming reasoned opinions.

Religious Education makes a significant contribution to the spiritual, moral, social and cultural development of our children.



Assemblies.

We have a whole-school assembly every day. As we live in a multi-cultural society many of the stories and examples are taken from other faiths and the similarities and differences between faiths are celebrated. It is of course possible for parents to withdraw their children from our daily acts of worship. We follow weekly themes which can be developed at home such as perseverance.



Achievement Assembly

On Friday we meet towards the end of the day for an assembly which celebrates the achievements of our children. The children are presented with certificates of achievement for all manner of activities including the themes for the week, swimming, dance, sporting achievements etc. We also announce the House Point Totals for the week!

Golden Time

Every Friday afternoon the whole school engages in Golden Time, a reward for following our Golden Rules. Children can choose from a wide range of activities run by teachers and support staff eg construction, orienteering, dress designing.

Personal, Social, Health and Citizenship Education.

It's good to be you! This is the important message that we communicate to children through Jigsaw which is our PSHCE and SEAL curriculum. Emotional wellbeing is an essential element in a child's development and PSHE allows for children to take part in group discussions, circle times, role play, problem solving and reflective moments to develop themselves as individuals and as members of their community. Staying safe and keeping healthy are hugely important topics within these sessions and encourage children to lead successful lives in every sense as well as helping them to develop good relationships with themselves and others. A wide range of opportunities are given to the children to show they can take responsibility for themselves and the environment in which they live. Our learning programme also addresses Drugs and Sex Education. Children are made aware of such issues at the appropriate stage of their development and with a consistency of approach throughout the school. Our partnership with parents is essential in delivering our aims in PSHCE and we keep parents fully informed as the programme develops. Parents are welcome to talk to staff about issues linked to PSHCE.

PSHCE runs through every aspect of school life at The Whartons. The programme is delivered in a variety of ways – weekly assemblies, whole school projects (such as Health and Wellbeing Week), individual lessons, and activities linked to other subjects across the whole curriculum.



The school received Leeds Advanced Healthy Schools status in 2011, in recognition for the excellent care and guidance given. The school places great value on preparing the children for life beyond school.

Special Educational Needs.

We recognise that each child is an individual and our aim is to match the work to the needs of the individual.

For some children this will mean extra support is needed, and our aim is to identify those children as early as possible, meet with parents to discuss the issues, and to focus support so that the child's needs are met and they make progress.

This support may be through the adaptation of resources or be given by one of our experienced classroom assistants and is usually given within the classroom, in some cases it may be on a one-to-one basis, in others, a small group setting.

Our support for children with Special Needs follows a National Code of Practice and is designed to provide for the academic, behavioural, social and emotional needs of the child.

We have well-developed links with outside agencies such as Speech Therapists, Educational Psychologists and the Schools Support Service and at all stages of our support parents take an active part and are kept fully informed of progress.

Positive Behaviour within our school.

We believe that children will achieve more if they feel safe, secure and valued. We aim to create an atmosphere where there are high standards of behaviour, where there is mutual respect for all members of our school community, and where children have a 'voice'. We follow a restorative practice approach to behaviour, where children are encouraged to reflect on the impact of actions. The school recognises that all children are individuals and thus we work together to develop a network of support to build an inclusive community.

"Behaviour in the classroom is good and pupils have a positive attitude to learning."

"Pupils are polite and courteous towards adults and each other. They ensure that visitors to the school are made to feel very welcome."

Ofsted Dec 2013

An Enriched Curriculum

In its fullest sense the curriculum is made up of all the opportunities for learning provided by our school. It includes the formal programme of lessons and the extra-curricular and out-of-school activities.

In encompassing the legal requirements of the National Curriculum we provide children with an exciting, relevant and enriched curriculum, a curriculum that is broad-based and imaginative, a curriculum that is skills based and a curriculum that will raise standards and offer enjoyment and achievement for all.



We provide a variety of extra-curricular activities including:

- coaching in a range of sports – football, netball, rugby, rounders, athletics, tennis, hockey, basketball etc
- games club
- lunchtime art club
- lunchtime reading groups
- conservation club/ECO club
- cooking club
- gardening club
- Knitting club

A partnership with parents

We believe strongly in an active partnership between home and school. We believe that children benefit from a clear knowledge that school and parents are working together on their behalf, to support, encourage and recognise their achievements in reaching their set targets in Literacy (Vocabulary, Connective Openers & Punctuation) and Numeracy (Key instant recall facts, KIRFs)

We recognise the importance of keeping parents/carers informed, we provide opportunities throughout the year for parents to come into school to discuss their child/children's work, learning and progress.

As a minimum you will receive information about the main themes your child will be studying during the term/half term.

During the Autumn and Spring terms you will be invited to meet class teachers to review the progress your child is making.

Towards the end of the Summer term a written report is issued outlining progress and the 'next steps'. You are invited to submit written comments and there is the opportunity to discuss the report with the class teacher if you wish.

You are welcome to talk to us at any time concerning the education of your child. Please call at the office to find out when staff are available and make an appointment.

Lots of parents work in school – listening to readers, working on craft activities, cooking or baking, sewing & gardening – there is an open invitation for parents to work with us!



Parents Association

Our active Parent's Association organises a variety of events throughout the year to raise school funds. These funds have made a huge difference to school life helping to subsidise school trips, enabling us to have exciting visitors in school, eg The Roman Soldier, subsidising the Year 6 Residential Week and also enabling us to purchase extra teaching materials. These funds also helped to fund our set of mini iPads, outdoor provision and the siting of a tyre park in EYFS area.

Last year, 2015/16 we had Discos, an Easter Egg Hunt, the Christmas and Summer Fayres, Mother / Father Day's Sales to name but a few.

Keeping Parents Informed

Newsletter

A fortnightly Newsletter keeps you informed as to what's happening in school – it provides details of any important issues we need to advise you about, school visits and Year trips out along with photographs of what the children have been doing. It also gives you dates of forthcoming any events and is valued by parents as another form of communication.

Text Messaging

We offer a text messaging service which provides reminders of special events happening in school and also when we need to inform you of something urgently such as a school closure due to bad weather.

Website

Our website is designed to keep you fully informed about school life, including sections for each year group, our lunchtime menus, photographs of events in school, our school Calendar and lots of other information.

Year 6 Home School Planner

Year 6 children have Home School Planners to get them ready for Secondary school. They record any homework given and things they need to remember and these are signed each week by parents. There is also a space for parents to write any comments they wish to make for the Year 6 teacher.

Pastoral Care

Safeguarding Statement

The Whartons Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus and staff handbook. Parents and carers are welcome to read the Policy on request or on our website.

In order to ensure that we comply with expectations, a number of procedures and practices are in place. These include :

- A 'single central record' with details of all employees, supply staff and volunteers.
- Records of any racist incidents.
- Records of any bullying and harassment incidents.
- Record of any welfare concerns.
- Risk assessments.

Our employment procedures within a Single Central Record include details of enhanced CRB checks, proof of identity checks, a record of qualifications, evidence of permission to work and the date checks were made and by whom.

With regard to the appointment of staff, the recruitment panel includes at least two members who has been trained in safe recruitment practices and gained the necessary qualification.

We are also conscious of our responsibility to closely monitor and support recognised vulnerable groups of children (eg pupils who are 'looked after' or are on the child protection register). To help us discharge the duty, we work closely with key external agencies to ensure safeguarding practices are complied with.

We provide a secure site for our children and adults are asked to adhere to our rules. School gates are kept locked except at the start and end of the day. Visitors may enter only through the main entrance after signing in at the office.

Related documentation that support our safeguarding practice include our:

- Health and Safety policy
- Behaviour, Discipline and Anti-bullying policy
- Child protection policy
- Attendance policy
- First Aid policy
- Confidential Reporting policy

All staff are trained in relation to child protection and a school child protection officer has been identified:

Designated Senior Person (DSP) responsible for child protection

- Julia Dickson (Headteacher)

Deputy DSP

- Carolyn Donnelly (Deputy Headteacher)

Safeguarding governor

- Jocelyn Jopson

Being safe and feeling safe are the two main outcomes for our children. We spend time talking to them to discuss any concerns and how effectively our policy operates in practice.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

School security

The safety of the children in our care is paramount

- Gates closed and locked during the school day
- Visitors to our school report to the reception area and sign in and out
- Visitors/Helpers wear identification badges
- All classroom doors are fitted with external locking devices which open from the inside
- Unauthorised absence is checked upon

Safeguarding

Child Protection designated senior people are Julia Dickson (Head), Carolyn Gomes (Deputy Head) & Tracey Reynard.

Supervision

During all break times children are supervised by adults either inside or outside of the classroom

At lunchtime we have a team of lunchtime assistants who look after the children whilst they eat and when they play. A member of the Senior Leadership Team is also on duty during this period. Designated teaching assistants also work outside to organise playground games at lunchtime.

Wet Lunchtimes

When it is wet the children stay in their classrooms under the supervision of the Lunchtime staff. Activities are provided for the children.

Lateness/Absence

It is important that children arrive punctually at school in the morning. So much goes on in the first ten minutes of the day such as marking registers, dinner numbers and curriculum arrangements, that being late can cause difficulties.

If your child is going to be late or is not able to attend school please ring the School Office – 01943 465018. For other absences please look at the school website www.whartonsprimary.co.uk . The attendance figure target is 97%. Persistent absence is classed as below 90% and letters will be sent out if your child's absence falls below this threshold.

Health and Welfare

Illness at School

If your child becomes ill during the day we will try to contact you and make arrangements for him or her to be sent home. When your child starts school we need to have a telephone number where you can be contacted during the day and the number of a friend or relative who would be prepared to look after your child if you were not available. Please ensure these are kept up to date.

Medication

If your child is taking prescribed medication please inform us and hand the medicines into the school office and complete the relevant permission forms. If your child uses an inhaler please ensure they have one in school and relevant forms have been signed. If in doubt contact the office.

Accidents

In the event of an accident we will render first aid. If it is felt that a visit to hospital is necessary you will be informed immediately. Do make sure we have an emergency telephone number if you are not regularly at home.

Where a child has had a bump to the head you will receive a letter alerting you to the fact.

School Uniform

We believe a uniform should be smart and reflect our positive approach to learning and a feeling of belonging to The Whartons Primary School. Uniform is also a great leveller, removing any competition regarding fashion.

Our uniform consists of :

White shirt/blouse

Grey/black skirt or trousers

Navy blue sweater/cardigan (available with school logo)

One small silver or gold stud earring is permitted but no rings, bracelets or necklaces.

No make-up or nail varnish must be worn.

Dark coloured, plain school shoes.

Uniforms can be purchased from JR Sports in Otley.

Games and P.E

We recommend a Royal Blue T-shirt and dark coloured shorts for indoor/fair weather use, with a tracksuit and trainers advisable for outdoor games. P.E/Games kit is best kept in a Bag.

No jewellery to be worn for P.E. Long hair must be tied back. Please ensure your child has their PE kit on the correct day. Trainers are essential for outdoor games. No earrings to be worn.

Lost Property

Whilst we encourage our children to be responsible for their own belongings there are occasions when items go astray – clear labelling is essential if we are to identify and return items that are misplaced.

Lost property is kept in the KS1 cloakroom area and near Year 6 lockers. Enquiries can be made at the beginning and end of the school day. At the end of each term lost property is displayed in the hall for children to have a look at and hopefully retrieve.

Valuable items shouldn't be brought to school and monies for trips/school lunches are better kept in an envelope or purse. Occasionally small amounts of money may be needed for fund-raising stalls/book fayres etc.

We discourage mobile phones from being brought into school. However, we do understand that there may be occasions when the older children need to have them for their journey home and so we ask that they are handed in to class teachers at the beginning of the day and will be returned at the end of the day.

General Information

Access to Information

The classes of information that we make available fall into four broad headings

- School Prospectus
- Governors' documents
- Pupils and the Curriculum
- School Policies and other information related to the school.

The school's website is www.whartonsprimary.co.uk

Money

When returning voluntary contributions for school visits/activities please hand them to the Class Teacher.

We would prefer dinner money to be paid (in the exact amount) at the beginning of each week or alternatively each half term. (See dinner sheet)

Online payments are possible through Leeds City Councils secure website.

School Council

We feel that it is important to listen to our children. We do this through our School Council. Each

Class in school elects two representatives to sit on the school council. Through the council the children are able to offer suggestions and the children are able to offer suggestions and make decisions about how the school is run.



The School Day

8.50am	Teachers on playground
8.55am	Bell rings for start of the school day *
9.10am	Guided reading /target time
9.30am	Registers Close ***
10.30am	Mid Morning Break (Tuck Shop Available)
10.45am	End of Break – Return to Class
11.50am	Lunchtime KS1 – (12.05pm Lunchtime KS2)
1.00pm	Start of Afternoon Lessons
2.00pm	Mid Afternoon Break (optional at KS2)
2.15pm	End of Break – Return to Class
3pm	Whole school assembly **
3.15pm	End of School Day

It is important that your child attends school every day. School attendance is directly related to a child's achievement outcome.

If your child will not be in school due to a medical appointment, please inform the class teacher the day before and show the appointment card if available.

*If your child arrives after 9.00am please use the main school door.

** There is usually an assembly each afternoon Monday to Wednesday, with singing on a Thursday afternoon. Friday Review is an achievement assembly held late on a Friday Afternoon.

***Please inform us on 01943 465018 before 9.30am if your child is absent or will be arriving in school after this time so the correct code can be marked in the registers.

Holidays in term time are not permitted except in exceptional circumstances. Alongside our guidelines unauthorised absences may incur a fine.

'House System'

Children are allocated a 'house' when they join The Whartons. We try to keep family groups in the same 'house' but this is not always possible.

Each house is named after an era in History and has a colour associated with it:

Aztecs – Orange

Egyptians - Yellow

Greeks – Blue

Roman - Red

Saxons - Green

Vikings - Purple

Children can be issued 'House Points' for good work/behaviour in class and around school and these points are added up each week.

Healthy School

Situated around school are automatic water coolers. We invite children to bring a named water bottle into school, which they can fill up with fresh water when required. These water bottles will need to be taken home for washing each week.

Children in Reception and Years 1 and 2 are provided with fresh fruit each day from Education Leeds and are entitled to universally free school meals.

We also run a 'Tuck Shop' for KS2 each morning break where children can buy toast. Please do not send sweets or crisps as snacks for break time, please.

Parking

The parking areas around school are for staff and visitors only.

If, however, you need to drop off or pick up your child during the school day for appointments, please use the school car park but do not stop or park against the fence as this obstructs the teachers vehicles.

We would ask that you park on the roads leading up to the school in a considerate manner, not blocking driveways, pavements or restricting access for our neighbours. Thank you.

Walking Bus

We have a 'walking bus' which we hope you will be able to access. At the present the route runs morning only, from the junction of The Crescent and The Crossways, and travel along The Crossways passing the junctions with Prince Henry's Road and The Gills, up Wrenbeck Drive, via Wrenbeck Close to the junction with The Whartons and from there up The Whartons to the school.

The timetable is as follows:

Bus stop 1 Junction of The Crescent and The Crossways	Depart 8.25am
Bus stop 2 Junction of The Crossways and Prince Henry's Road	Depart 8.30am
Bus stop 3 Junction of The Crossways and The Gills	Depart 8.35am
Bus stop 4 Junction between Wrenbeck Drive and Wrenbeck Close	Depart 8.40am
Bus stop 5 The Whartons Primary School	Arrive 8.45am

All children and adults on the walking bus will be given a high-visibility waistcoat which must be worn at all times. Pupils from all classes will be taken into school where they will wait with school staff until their classes come in from the playground.

With their high visibility vests our walking bus is easy to spot!



At present we have a small number of volunteers willing to supervise the bus and these have been given training by the Road Safety Team. To make the bus a success and to 'spread the load' of supervising it, we would appreciate hearing from anyone else who could spare even one morning a week to help. It might be that you could help with the bus 1 or 2 mornings and be able to pop back home early after dropping your child/children at a bus stop for the rest of the week. Any help, however small would be appreciated!

Please ask at the office or contact the school office if you are interested in joining the walking bus.

What to do if you are not happy about a School Procedure or Routine.

1. See the class teacher – and if you are not satisfied?
2. See the Key Stage leader
3. See the Deputy Head/Headteacher – and if you are not satisfied?
4. See a Parent Governor, or the Chair of Governors – and if you not satisfied?
5. See the Chair of Governors again. He/She will talk with the Headteacher and report back to you, or may consult with other Governors – and if you are still not satisfied?
6. Contact Leeds City Council
Customer Relations Service
Communications Team
10th Floor West, Merrion House
110 Merrion Centre
Leeds LS2 8DT