



Parents speak very positively about the school. They are pleased with the quality of education and levels of care provided for their children.
(OFSTED 2017)

Prospectus 2020/2021

Holmer Lake Primary School

Brookside

Telford

TF3 1LD

Telephone number: (01952) 387580

Acting Headteacher

Mr John Demmerling

This information relates to the school year

September 2020 – August 2021

The information and particulars provided in this document were correct on June 1st 2020. However, changes to details and arrangements may subsequently have taken place either before the start of the school year in question, or in relation to subsequent school years.



Welcome to Holmer Lake Primary School

Dear Parents/Carers,

Welcome to our school. We are proud of what our children achieve across the whole curriculum and celebrate our place in our community.

Everyone in our school is passionate about bringing learning alive, making it exciting and stimulating for your children. We want to offer your children as many memorable experiences as we can, with the learning remaining with them for the rest of their lives. We believe that the key to a successful school is strong partnerships. We depend on your co-operation and support in this partnership, so that together we can provide the best for every child.

We are proud to be an inclusive primary school: bringing together children from a range of economic, social and ethnic backgrounds; and creating an exciting and diverse learning community.

Communication and trust are key! Please talk to us, as we are very interested in what you have to say and we welcome your comments.

We know that you will support your child in every way possible. It is important that as parents, you trust us to do everything we can to get it right for your children, and embrace the positive steps we are making towards your child's learning journey.

We very much look forward to continuing to work in partnership with you in the best interest of your children.

Kind regards

Mr Demmerling
Acting Headteacher

Our Aims and Philosophy

The School Vision - Nurturing, Growing, Inspiring.

Holmer Lake Primary School 'Nurturing, Growing, Inspiring'.

Our community matters and our commitment to high expectations for all is at the core of everything we do.

We are a school where...

- Learning is a passion for children, staff, governors and parents alike
- Every success is celebrated
- Children are given time to reflect upon and question their ideas, use their initiative and develop independent learning skills enabling them to reach their full potential.
- Embracing risk is encouraged in a stimulating, supportive environment where children are given the confidence to face setbacks with hope and resilience
- All learners, families and cultures - regardless of gender, ethnicity, faith, orientation or disability - are of equal value
- Children feel safe, happy and supported in their learning and are shown how to maintain this including staying safe online
- All children develop the self-confidence and courage to believe that they can and will succeed
- All children experience excellent physical education, school sport and physical activity that will lead to life-long participation
- Dreams and aspirations are harnessed and nurtured
- Children learn the importance of equal opportunities, justice and human rights, and the significance of these principles to citizenship and democracy, preparing them for life in modern Britain and beyond.
- Every child is encouraged to develop, their interest and skills in a wide variety of the Arts including music, drama and visual arts
- Learning is exciting and engaging with memorable experiences leading to life long memories and a quest to discover more
- A love of reading is developed from the very beginning of the learning journey

Everyone in our school plays an important role in supporting children in their next steps. We have high expectations for all children to be the very best they can be.

School values

“Being happy starts on the inside...you have to feel good about yourself and the world around you.”

- Everyone has a right to feel safe at school. The staff at Holmer Lake are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone’s responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Everyone is responsible for his/her own behaviour.
- Our expectations are for good behaviour.
- Good behaviour will be celebrated and rewarded.
- The education of the majority of children will be protected from disruption by a minority of unacceptable behaviour.
- Unacceptable behaviour will be met with consequences.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code about working and being together.

Behaviour

The behaviour of pupils is good. Pupils feel safe and enjoy coming to school. They take pride in their work and are very proud of their achievements (OFSTED 2017)

At Holmer Lake we have our SMART code. These form the basis of our behaviour and safety policies and are consistent across the school and classes, throughout the school day. We believe that all members of our school community should be treated the same.

Pupils behave well across the school. They are polite and courteous and show each other respect. (OFSTED 2017).

We expect everyone in our school to:

- have high expectations of behaviour;
- show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times;
- respect the school's environment and belongings;
- take care of their own belongings and those of other children;
- be courteous and well-mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated.

Our SMART Code underpins our aims, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and reinforced formally and informally so that children understand why they are important:-

- For reasons of safety.
- To show respect for others and their property.
- For the smooth running of our school.

SMART CODE

Speak politely and listen carefully.

Make school enjoyable for everyone.

Act safely.

Respect and care for each other.

Tell someone your worries.

Pupils have positive attitudes to learning and are keen to do well in lessons. Teachers have high expectations for pupils to behave during lessons and remain focussed on their work. (OFSTED 2017)

Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- Staff praise children when they see good behaviour.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them.
- Children remember what is expected of them.
- School and classroom rules are consistent, fair, and kept.
- Rules are regularly reviewed with staff and children together.
- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs.
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform parents/carers of good behaviour or achievement.
- When children have worked hard on a task and produced excellent work this is displayed as an example.
- In lessons across the whole curriculum children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies, children are encouraged to think about others.

Parents of a child who cause damage to school property or the building itself will be asked to make a contribution towards replacement or repair.

When discussing behaviour, we focus on the importance of good behaviour. In class, your child will be rewarded with team and house points and commendations. Each week, teachers choose a child from their class to receive the star of the week certificate as a reward for good work and good behaviour for learning. These are presented in a special assembly, before the whole school. Staff also nominate classes to receive the SMART cup. This results in the class receiving a whole class treat, so it is definitely one to win!

Equality Policy

The school's promotion of equality and diversity is evident in all aspects of school life. Leaders have very successfully created a happy and harmonious school community where pupils, regardless of their faith, are welcomed and treated equally. (OFSTED 2017).

We believe that all children have the same right to experience a broad and balanced curriculum, regardless of their gender, race, sexuality or of any disability. Although all children sometimes receive support in a small group situation, we encourage the full integration of children with Special Educational Needs and Disabilities throughout school. All children are valued as members of the whole school community and receive praise for their achievements. We wish all our children to grow up as responsible citizens in a multi-racial society. The school curriculum reflects this. The children are encouraged to consider and value the cultures of a wide range of backgrounds and to respect the varied traditions of families from different racial and family groups. Instances of racism or racist remarks are dealt with seriously, although often younger children simply require an explanation as to why their remarks are not appropriate. All homophobic comments are dealt with in the same way.

Pupils' spiritual, moral, cultural and social development is well developed. A strong moral code underpins the school's values and these are regularly explored during assemblies and in lessons (OFSTED 2017).

Religious Education

Religious Education is provided in accordance with current legislation and the recommendations of the Local Authority. We encourage children to develop a caring and tolerant attitude towards people with beliefs different from their own. We introduce the children to all important world religions including Christianity. Assemblies, in accordance with current requirements, contain a broadly Christian act of worship. We believe it important to support parents in developing the spiritual and moral values of their child and we respect the beliefs and faith of all families. If parents wish to withdraw their children from worship or R.E., we ask that they visit the school to discuss our policy. They will be given opportunities to be involved in appropriate alternative activities, under the supervision of a parent or carer.

Relationships and Health Education

The new guidance, released by the Department for Education, 'Relationships Education, Relationships and Sex Education and Health Education' now requires primary schools to teach Relationships and Health Education as a compulsory requirement. Much of the content that is required to be taught is embedded within the curriculum across all classes and year groups, also incorporated into assemblies and whole school events. As recommended by the DFE, governors have agreed that the children will also be taught Sex education within a programme that is tailored to the age and the physical and emotional maturity of our pupils. To ensure all children receive this at the appropriate point it will be taught in straight year groups. The lessons are based on the Respect Yourself programme. The curriculum is taught from the relationships point of view, so that children learn what a healthy relationship is. We help children to understand that a relationship should have an equal balance of power and we look at stereotypes so that children learn that girls and boys can do the same things, be as successful as one another, play with the same toys and have their views valued. Aspects of Sex Education are contained within the Science National Curriculum Programmes of Study, for example developing knowledge of the parts of the body and how they work. These are included within our normal curriculum planning. Should you wish to withdraw your child from the school's Sex Education Programme we ask you to come into school to discuss our policy.

Valuing all families

As part of our curriculum we teach pupils that families are all different and that there are different types of families. We want every child to know that their family is just as important as everyone else's. Children will learn that children live with a mum and a dad, a mum, a dad, two mums, two dads, an aunty or grandparent, foster carers or adoptive parents. At school we do not condone the use of the word 'gay' as a put down under any circumstances as we know how hurtful this can be for children with lesbian, gay, bisexual and transgender parents at our school.

Preparing children for life in modern Britain

Our aim is to prepare children for life in modern Britain; through providing a context rich curriculum which broadens their experiences, develops their imagination, creativity and fascination in learning.

Pupil learning is at the very heart of our school, along with the importance of sustainability, the difference between right and wrong and how to get along with people from other backgrounds and cultures. We aim to develop learners who are fascinated and excited by school and the opportunities offered. We teach our children to become 'good learners'; developing skills of resilience, reflection, reciprocity and resourcefulness; so they are prepared with learning skills that will prepare them for life in 21st Century Britain.

The ethos of our school is that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They are entitled to expect from others, good standards of behaviour, marked by respect and responsibility and we ask that all of our visitors offer that too.

They will be taught about and participate in:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance and Acceptance of those with different Faiths and Beliefs**

Homework

Homework makes an important contribution to pupils' progress at school. It provides opportunities for you to develop the partnership with school and to share responsibility for your child's learning. By setting homework, we aim to provide opportunities for your child to practise and revise what they have been learning in class.

Learning Genie homework is given at the start of a new area of learning and is an opportunity for your child to practise, rehearse or research the key skills and knowledge needed for learning in the classroom. Learning Genie homework supports learning across the different areas of the curriculum and can be presented in different ways, giving your child the opportunity to make decisions about their learning. Some Learning Genie homework may require Internet access, but alternative ways of completing the work will be provided for those without access to the Internet. Learning Genie homework details are published on the My Class page of the website.

On a weekly basis, children will be set spellings and maths homework. Also we ask that as part of their homework you hear your child read for a minimum of 10 minutes on a daily basis and record this in their reading record.

Details of your child's homework, what is set, when it is set and when it needs to be handed in will be published on the website under My Class and also stuck into your child's homework book.

The teaching of writing has improved across the school. This is because teachers use well-chosen resources effectively to support pupils' development of the writing process, and, as a result, pupils write confidently for a range of purpose across different subjects (OFSTED 2017).

Assessment of the curriculum

Staff at school use a range of different assessments to make sure that all children in school make progress from their starting points. We use formative assessment, during learning in class such to:

- assess knowledge, skills and understanding;
- identify children's strengths;
- highlight gaps in learning;
- tackle children's misconceptions;
- identify the next steps in learning;
- diagnose need for support or intervention;
- inform teacher planning and reporting.

Types of formative assessment may include:

- assessment for learning task at the start of each lesson;
- rich question and answer sessions during lessons;
- marking of pupils' work;
- observational assessment;
- regular short re-cap tasks;
- scanning work, from across the curriculum, for pupil attainment and development;
- adult and peer feedback, response partners;
- use of the appropriate Assessment Arrangements for pupil writing;
- child self-assessment and reflection on learning.

We use age standardised tests to support our formative assessment methods at the end of each term. These tests inform teachers as to the progress that the children are making and if they are on track to meet or exceed age related expectations in Maths, Reading and Spelling, Punctuation and Grammar. We also assess the children's independent writing against the expectations for each year.

Visits and extra-curricular activities

The school arranges a variety of visits, some very much part of the weekly routine of the school, while others take place less frequently to places further afield and may be of longer duration. These visits are often used as the memorable experience at the beginning of a new theme. Routine visits include:

- Visits to local sites relevant to your child's theme;
- Visitors in school relevant to your child's theme;
- Specialists to support different subjects, including colleagues from local secondary schools;
- Visits to the local care home;
- Swimming lessons at Abraham Darby Pool for Year 5 pupils;

- Sporting fixtures against local schools.
- Year 5 & 6 children are given the opportunity to attend a residential activity week at the Arthog outdoor Education Centre near Barmouth on the Welsh Coast. Here they receive coaching and tuition in rock climbing, sailing, canoeing, hill walking, gorge walking, orienteering and many other exciting activities.
- Arthog outreach opportunities, give pupils the opportunity to experience Arthog without having to stay away from home.
- Visits to places of worship. Visits to support the understanding of fundamental British Values.

Levels of supervision will vary according to the age of the children and the nature of the visit and will comply with any standards set down by the LA. Supervision will be carried out by teaching staff, support staff and parent helpers but a member of the school teaching staff will always be in charge.

Parents will always be notified of visits that take place during school time and they will be asked to confirm their consent via Parent Pay. The school provides travel insurance cover for non-routine visits that require coach travel. (Please see the section marked Insurance)

Developing a sense of belonging through extra-curricular clubs and school responsibilities

We believe that every child should have a real sense of belonging and we aim to do this by offering every child in school the opportunity to belong to an extra-curricular club or belong to one of our school groups. School responsibilities include groups such as school Parliament and Team Safeguarding Voice.

All children are asked which clubs they would like to see in school, this then helps us to organise a broad and balanced offer of clubs over the year.

The majority of clubs are free of charge, where there is a charge the school subsidises the cost significantly.

Wrap around care at Holmer Lake

Holmer Lake Primary School runs a breakfast and after-school club during term time.

Breakfast Club runs from 8.00am until 8.45am. Children are provided with a healthy breakfast and are offered a range of activities until the start of the school day. The club costs £1.75 per day (£1.25 for pupils on Free School Meals).

After-School Club runs from 3.05 – 5.00pm. Parents can book a place for an hour or two hours. The cost is £2.75 per hour.

Places must be booked and paid for in advance via ParentPay.

Time	Cost	Activities
3.05 – 4.00pm	£2.75	Supported homework club and reading
3.05 – 5.00pm	£5.50	Snack Physical activities Range of age appropriate activities

Children with Special Educational Needs and Disabilities

The school provides excellent pastoral care and support to many pupils who have additional complex needs, including special educational needs and / or disabilities or social, emotional or mental health vulnerabilities. As a result, these pupils build relationships with other adults and pupils, which are positive, caring and mutually respectful (OFSTED 2017).

Holmer Lake School has the expertise to support all children and in particular for those with a range of special educational needs. If a child has special educational needs that have been identified by the LA as requiring special provision, then their needs are described in an Education, Health and Care Plan (EHC plan) and the LA provides additional resources to meet that need (beyond the first 15 hours of support).

The Special Needs provision will be co-ordinated by Mr Demmerling and an experienced team of Teaching Assistants support children with Special Educational Needs and Disabilities within their classes. The success of the school offer is evident in the progress made by the children and their integration with other children in school. The school building is accessible by wheelchair and there are suitable toilet and changing facilities.

We have excellent relationships with the LA's Learning and Behaviour Advisory Teams and Educational Psychology service as well as a range of other specialists from outside agencies who offer advice on how best to support the children in our care.

At Holmer Lake we strongly believe that a positive partnership between parents and school forms the best possible basis for helping a child. If you have a concern about your child's progress please make an appointment to see your child's class teacher, who will be happy to discuss this with you. If you would like further information or you are not satisfied with any aspect of our provision please make an appointment with Mr Demmerling. Should concerns remain, you are invited to contact our governor with responsibility for Special Educational Needs and Disabilities, Mrs Louise Collins, at the school's address. A full copy of our SEND Policy, the School Offer and the SEND Information Report are available on the school website.

The Governors and Staff of the school

Governance is effective and governors share leaders' ambitions and high expectations. Regular visits to school ensure that they have a clear understanding of the school's current strengths and weaknesses. Governors bring a wealth of knowledge, expertise and commitment to the governing body, and their skills and experience are used well to support school improvement. They have a clear understanding of the way in which performance management is used and its links to teachers' pay. Governors are trained well in all aspects of safeguarding. They make sure that they keep up to date with current guidance and regularly monitor this key aspect of the schools' work, so that pupils are safe (OFSTED 2017)

Name	Governor Status
Mr Demmerling	Acting Headteacher
Mrs Diane Davidson Chair of Governors	Co-opted Governor
Mrs Barbara Williams Vice-Chair of Governors	Local Authority Governor

Mrs Heather Churm	Associate Governor
Mrs Louise Collins	Co-opted Governor
Mrs Sam Brothwood	Staff Governor
Mrs Carrieann Clayton	Parent Governor
Mr Kwasi Djan	Parent Governor
Mr Keith Whitton	Co-opted Governor

Teaching Staff

Name	Teacher Role
Mr Demmerling	Acting Headteacher Special Educational Needs Co-ordinator
Mrs Millington	Reception Class Teacher
Mrs Nightingale	Reception Class Teacher
Miss Cureton	Reception / Year 1 Class Teacher
Mrs Woodman	Year 1/2 Class Teacher
Mrs Watson	Year 2 Class Teacher Assistant Head of Key Stage 1 Acting Early Years Leader
Mrs Eden	Year 3 Class Teacher
Miss Prentice	Year 3/4 Class Teacher
Mr Metcalfe	Year 4/5 Class Teacher
Mrs Harrowell	Year 5 Class Teacher
Miss Baylis	Year 6 Class Teacher Assistant Head of Key Stage 2

Teachers ask effective questions to check and extend pupils' understanding. Teachers listen carefully to the feedback from pupils and are skilful at addressing any misunderstandings, which enables pupils to move on in their learning and achieve well.
(OFSTED 2017)

Non – teaching staff

Name	Role
Mrs Churm	School Business Manager
Mrs Fisher	Administrator
Miss Sheiraz	Clerical Assistant
Mr Towns	Caretaker
Mrs Marchant	School Cook
Mrs Cartwright	Catering Assistant
Mrs Dunn	Catering Assistant
Mrs Edwards	Catering Assistant
Mrs Newbrook	Cover Supervisor
Miss Birch	Cover Supervisor
Mrs Hogg	Cover Supervisor
Mrs Brothwood	Cover Supervisor
Mrs Gibbons	Cover Supervisor
Mrs Gapper	Cover Supervisor
Mrs Carter	Teaching Assistant Key worker for After School Club
Mrs Hughes	Teaching Assistant
Miss Ferguson	Teaching Assistant
Mrs Gratton	Teaching Assistant

Mrs Hutchinson-Bell	Teaching Assistant
Mrs Smith	Teaching Assistant
Mrs Twigg	Teaching Assistant
Mrs Kennedy	Teaching Assistant
Mr Morgan	Teaching Assistant
Mrs Collins	Teaching Assistant
Mrs Oppon	Teaching Assistant
Mrs Sarah Hall	Inclusion manager
Mrs Cooper	Inclusion Support Assistant
Mr Hulme	Gymnastics Coach (Once a week)
Mr Evitts	PE Specialist (Once a week)

Class Organisation 2020 / 2021

Foundation Stage and Key Stage 1

Year Group	Teacher
Reception	Mrs Millington / Mrs Nightingale
Reception/Y1	Miss Cureton
Y1/2	Mrs Woodman
Y2	Mrs Watson

Key Stage 2

Year Group	Teacher
Y3	Mrs Eden
Y3/4	Miss Prentice
Y4/5	Mr Metcalfe
Y5/6	Mrs Harrowell
Y6	Miss Baylis

Partnership with Parents

Parents and School

There are many opportunities for parents to come into school and work alongside their children in the classroom. This was seen during the inspection when parents joined a Year 6 writing session (OFSTED 2017).

We believe that for children to develop to their full potential, it is important that a good link is made between home and school. Once your child has started at school, there are many ways to maintain contact. Teaching Assistants are on the classroom doors each morning to welcome the children into school, whilst the Teachers listen to individual children read. Please pass any messages for the Teacher to the Teaching Assistant or use the Reading Diaries to write a note in; whichever way you chose, the teacher will reply to you as soon as they are able to do so. Teachers will also be available after school if you wish to chat with them then. There will also be a member of the school leadership team and the inclusion team out on duty, every day, to welcome you and your child into school. However, if you have any particular enquiries or worries and need a more private talk it is better to make an appointment to see the class teacher. Parents are also invited to assemblies, sports' activities, productions and class based events.

The following will support your child to settle quickly and make good progress in school:

- talk with your child about the work being done at school,
- look at your child's work regularly,
- help your child with their homework,
- talk to the class teacher about any concerns or difficulties experienced at school before they become major concerns for you or your child,
- encourage your child to take part in a variety of organised activities both in and out of school,
- make sure that your child has plenty of sleep and is well refreshed for school,
- enjoy sharing books and reading with your child at home,
- encourage your child to come into school independently, leaving their parents at the door.

The school's curriculum is broad and balanced, and is enhanced further by a wide range of additional trips and enrichment activities and an interesting selection of after school clubs, for example sewing, gardening and drama club. Parents who completed the school survey appreciate the wide range of clubs on offer and feel that these help to develop their children's confidence and resilience (OFSTED 2017).

Newsletters

A weekly newsletter is sent out to parents via email and posted on the school website to keep them informed of upcoming events and children's achievements.

Parents' Evening

There are two Parents' Evenings each year, when parents have the opportunity of meeting the class teachers to discuss the work and progress of their children. These evenings are normally held in the Autumn and Spring terms. An annual report is sent out in the Summer term. More frequent, informal contacts between parents and class teachers are encouraged in order that issues can be discussed as and when they arise.

The School Day

School hours

Doors open at 8.45 a.m. All children enter independently by their normal doors, once they have settled into their new class.

At home time Key Stage 2 children should leave school through their classroom door. They should be reminded to come back to school if they are expecting to be met by an adult, and that person is not there. Key Stage One children will only be allowed to leave school in the care of a responsible adult

PLEASE REFER TO COMMUNICATIONS TO PARENTS AND SCHOOL WEBSITE FOR
INDIVIDUAL ARRANGEMENTS FROM SEPTEMBER 2020.

Joining and Leaving the School

Admissions

Holmer Lake Primary School aims to provide a quality education for all of the children from its local community. Pupils are not selected for admission on the basis of aptitude or ability and all pupils are valued equally. All children admitted to the school, including those with disabilities, have access to the full curriculum offered by the school. Prospective parents are welcome to make an appointment to view the school.

The school's admissions policy is operated by Telford and Wrekin, the Local Authority on

A typical school day	
8.45 am	Doors are unlocked and teachers are in their classrooms to receive the children. Please do not leave children unattended on school premises before this time, as we cannot take responsibility for them.
8.55 am	Start of the school day.
10.25– 10.40	Reception, Year 1 and Year 2 break time.
10.45-11.00am	Years 3,4,5 and 6 break time.
12.05 – 1.10pm	Reception, Year 1 and Year 2 lunch time.
12.15-1.10 pm	Years 3,4,5 and 6 break time.
2.45 – 3.00pm	Assembly – either as a whole school or in classes.
3.05 pm	End of the school day.

behalf of the school. The current standard number for yearly admissions is 40.

Change of Circumstances

It is important that you keep the school informed of any changes of home circumstances that might affect your child's performance and behaviour at school.

Please help us keep our records up to date by informing us of a change of address or telephone number, as we may need to contact you in an emergency.

Transfer to Secondary School

Parents of children in Year 6 will be given full details of the options available during the Autumn Term and, having visited local schools, are given the opportunity to list their choice of Secondary schools in order of preference. The allocation of places is the responsibility of the LA.

Lunch Time

At Holmer Lake, our delicious meals are prepared by our school cook, Mrs Marchant and catering assistants Mrs Dunn, Mrs Cartwright and Mrs Edwards. Parents are invited to attend special lunchtime events at least once a term, including the opportunity to sample the new school menu.

All children in Reception, Year 1 and Year 2 are entitled to a Free School Meal. Parents who are on benefits, should still complete the entitlement to Free School Meals forms, as this ensures that school receives the Pupil Premium Grant for your child. This additional funding is to support accelerated and sustained progress.

You can pay for your child's school lunch each day at a cost of £2.30 for years 3 - 6. If you think that you are entitled to receive free school meals for your child, please do not hesitate to contact the office as this can be very easily arranged.

Some parents prefer their child to have a packed lunch rather than the school meal. Most children bring their packed lunch in a sandwich box with a plastic flask or bottle for their drink. Please ensure that you provide a non-fizzy drink. Please provide spoons for yoghurts and desserts. In the interests of safety, children are asked to bring drinks in a plastic bottle. The school has a policy of no sweets in lunchboxes as part of its commitment towards being a healthy school. All children have access to water throughout the day and they should have a water bottle which is clearly marked with their name on it to use in class.

The school reserves the right to exclude children who demonstrate inappropriate behaviour at lunchtime. A system of warnings and reports would precede this action, which would only be taken as a last resort in the interests of the safety and well-being of all our children.

Authorised Absence and Unauthorised Absences

Many children are absent from school for very sensible reasons. If your child is absent from school, please notify us. You can simply telephone the school. If children are feeling particularly unwell or, for example, have a rash, parents should seek medical advice before returning them to school. Not giving a reason for your child's absence may result in your child's absence being unauthorised. Holidays during term time will not be authorised unless there are exceptional circumstances.

Attendance is monitored by the Education Welfare Officer, every three weeks. All pupils are expected to have attendance of 95% or above. If attendance drops below 95%, you will receive a School Attendance Letter informing you of this. If attendance does not improve, you will be issued with a second School Attendance Letter and will be asked to provide medical evidence each time your child is absent from school.

Attendance is in line with the national picture. The school uses a wide range of effective strategies to ensure that pupils and families understand and value regular attendance.

(OFSTED 2017)

School Uniform

We encourage a simple school uniform that is smart, affordable and practical. Please do not allow children to wear designer clothes with badges or logos. Please label all of your child's clothes with their name. Your child is permitted to wear a small stud earring in each ear and a watch. All other forms of jewellery (other than those worn for religious reasons) are not permitted. Please do not dye your child's hair during term time, or have patterns cut in their hair. The wearing of make-up, including nail varnish is not allowed. For health and safety reasons, please ensure that you child wears shoes with a flat heel.

Winter Uniform

White or light blue shirt or polo shirt
School sweatshirt with Logo or Royal blue jumper
Grey skirt or trousers (not jeans)
White, black or grey socks or tights
Sensible black shoes

Summer Uniform

White or light blue short sleeved T shirt or polo shirt
Blue / white dress or grey skirt or trousers
Trousers, as for winter, or plain grey shorts
White, black or grey socks or tights

P.E. Kit

Plain black shorts and plain white T-Shirt
Track suit for outdoor winter games.
Training shoes suitable for outdoor games on the field and playground.
Long hair should be tied up in a bobble for PE.

Sweatshirts, cardigans, reading book bags, caps (baseball style) and school coats with the school emblem are available from the office. Prices correct as of June 2020:

Sweatshirts	(24-32 inch chest)	£9.00
	(34+ inch chest)	£10.00
	(38+ inch chest)	£12.00
Cardigans		£12.00
Reading book bags		£4.50
Caps (baseball style)		£3.50
School coats		£20.00

Health and Safety and Medical Matters

Accidents or Illness

If your child is ill, please contact the school straight away. Administrative staff will be able to inform you how long your child is required to be off school.

For sickness and diarrhoea, children should be off school for 48 hours, after their final bout of illness.

We have trained First Aiders in school but should your child appear to be in need of more specialist treatment we always try to contact parents first. In the event of an emergency we would take the child to the casualty unit of the Princess Royal Hospital.

Medicals

The following information sets out the arrangements for routine services provided by the School Health Service in conjunction with the school. The school has a named school nurse, Nurse Emma Tompkins who is based in Telford and whose telephone number is 621340. The school also has links with a team of Community Paediatricians.

During your child's first term at school, he or she will be offered a general health check, including a measurement of height and weight and a hearing and sight test. 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 the School Nurse, School Doctor, teacher or parents raise concerns. In all cases, full discussions will take place with parents and parental consent will be obtained before any examination takes place.

If you have concerns about your child's health in school, including bedwetting, soiling or behaviour at home, please contact your child's class teacher, or a member of the Inclusion Team.

Medicines in School

In the interests of your child's safety, the school will only take responsibility for medication accompanied by a signed medicine administration form. In all cases the medicines should be brought to the school office in its original packaging, with written details of the dosage and times to be taken in school. The taking of medicines is noted on all occasions and the medicine book completed with dosage and date, then it is signed by the member of staff administering it. Any medication that is brought in to school that is not accompanied by the relevant form will not be administered by staff.

Asthma

If your child has asthma, they must keep their inhalers with them. You must complete an asthma care plan. All children with inhalers **must** have a spacer to use with their inhaler. School provides boxes for these to be stored in, in the classroom, along with a copy of their asthma care plan. First Aiders are trained to support children with asthma in line with our asthma policy.

Water in school

All children will be asked to bring a named water bottle to school. There is an option to purchase a water bottle from the school office at a cost of £1.25 each. Children are able to access water during their playtime and lesson time. We encourage children to drink water to keep them hydrated.

Cycling To School

The governors have provided two cycle shelters where cycles can be stored safely, if locked. Parents are responsible for deciding if and when children are suitably experienced to ride to school, and for ensuring that cycles are in a roadworthy condition. We suggest that children should have completed the Bikeability training in Year 6, prior to cycling to school unaccompanied. To prevent accidents, children should walk their cycles within school grounds. Please ensure that your child wears a safety helmet. The school does not accept responsibility for accidents caused by children on their cycles. School will not take responsibility for any damage or theft of bicycles on school grounds.

Safety in School

There are several ways in which adults can help to make life in school safe for children:

1. Please tell the class teacher if a different adult is to collect your child after school. A 'password' may be given by you to the teacher and the adult collecting your child for extra security if you would prefer.
2. Please take care that the shoes that your child wears at school have flat heels.
3. In the interests of safety please do not drive into the school car park if you are bringing or collecting your child. Access will only be granted if you or your child is a blue badge holder. Please park in the Mallard Pub car park, the car park to the left of the school or lay-by at the top of the drive. Please do not park opposite the school drive.
4. In the interests of health and safety, dogs may not be brought into the school grounds.
5. Please behave in a way that you and your child would like to be treated when on the school site.
6. Any reported incidents of swearing or abusive behaviour on site may result in a parent/carer losing their right to enter school grounds.

7. Please ensure that your child has a bobble to tie up their hair for P.E.

8. Please ensure that your child can remove their own earrings for P.E. or they will need to cover them with tape. Only stud earrings are permitted for children to wear in school.

Head Lice

Unfortunately head lice (nits) are a very common occurrence in all schools. Please check your child's hair regularly to be sure they are not affected. It is important that if your child's hair is infested with head lice, treatment must be given before they return to school. Please inform your child's class teacher so that the rest of the parents can be informed via letter (we will never disclose a child's name in the letter). In case of doubt the Health Centre staff are very willing to give advice.

Child Protection and contact with other agencies

At Holmer Lake, we recognise that your child is your responsibility and concern. We want to work in partnership with you, and we will share successes with you, and discuss with you any concerns that we may have.

Since our first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The procedures we follow have been laid down by the Telford and Wrekin Safeguarding Children Board, and the school has adopted both a Child Protection Policy and Anti-bullying Policy for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Head Teacher/Designated Safeguarding lead – Mr Demmerling, Miss Baylis, Mrs Watson or Mrs Hall.

Financial Matters

Charging Policy

The Governors have accepted the recommendations of Telford and Wrekin Council on a policy for charging for school activities. Many of the activities arranged in school time are subsidised by the School Fund. However, the school will normally request a contribution from parents that will cover some of the cost of the planned activity. If insufficient parents offer the suggested voluntary contribution, it is unlikely that the proposed activity will take place.

We are pleased to announce that we are now accepting payments online for items such as dinner money, school trips and uniform. Using a secure website called ParentPay you will be able to pay online using your credit or debit card. ParentPay will be our preferred method of making payments to school.

What are the benefits to parents and pupils?	• What are the benefits to our school?
<ul style="list-style-type: none">• ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24/7.• The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.• Payments can be made by credit/debit card or also through PayPoint.• Full payment histories and statements are available to you securely online at anytime.• Your children will not have to worry about losing money at school.• Parents can choose to be alerted when their balances are low via email and/or SMS text.	<ul style="list-style-type: none">• You can help us reduce workloads for all staff as no more counting cash, chasing debt and stop cash collection services.• Creates more time to lend to educational support and the smooth running of the school.• Help to reduce anti-social behaviour.• Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.• The more parents that use ParentPay, the greater the benefit is to our school.

When your child starts at Holmer Lake we will send you your account activation details, once you receive these:

- Visit www.parentpay.com.

- Enter your Activation username and password in the Account Login section of the homepage. NB. These are for one-time use only, please choose your own username and password for future access during the activation process.
- Provide all the necessary information and choose your new username and password for your account - registering your email address will enable us to send you receipts and reminders.
- Once activation is complete you can go straight to Items for payment, select which item(s) you want to add to your basket and proceed to complete your payment.

If you have any questions, please contact the school office.

For more information, visit www.parentpay.com/parents/what-parentpay-does

Voluntary contributions towards the cost of activities, equipment or materials are always welcomed and appreciated. If you wish to support the school in this way or have contacts with local businesses that may wish to sponsor the school, please speak to the Headteacher.

Insurance

The LA provides insurance cover to protect your child should they suffer injury, damage or loss through negligent acts by staff or others engaged on Authority business.

The Local Authority does not provide any personal accident insurance (i.e. where no one is negligent or to blame) or cover for personal effects. We have therefore decided to take out our own policy to provide personal accident cover for outings or trips where transport is required. Please contact the school if you wish to see details of this policy.

Information, Concerns and Complaints

OFSTED Inspection

In October 2017 the school had its OFSTED inspection led by Her Majesty's Inspectors. A summary of their report is available from the school; it can also be obtained via the internet on the OFSTED website.

www.ofsted.gov.uk

Access to Documents

Under the Freedom of Information Act, parents may make a written request for any documents or policies. There may be a charge for reproducing documentation. Policies can be accessed via the school website.

Complaints Procedures

The Governors have adopted these procedures as set out in the Local Authority personnel handbook. Any complaints should be directed to the Headteacher in the first instance.

Should parents prefer to, they can discuss their concerns with Parent / Governor Representatives who will bring them to the attention of the Governing Body.

With a strong sense of determination and drive, the headteacher has successfully improved the quality of teaching and eradicated any weak teaching. This has resulted in improvements in pupils' outcomes at the end of key stage 1 and 2 in 2017. The headteacher sets a clear vision for the school and has established a strong learning culture among staff and pupils. Morale is high and staff feel valued and appreciated (OFSTED 2017).

School website

You can access lots of useful information via the school website including dates for your diary, links to wellbeing services and policies.

<http://www.holmerlakeprimary.org/>

You can also keep up to date with school activities including class trip via our school Facebook page.

Holmer Lake Primary School – Terms and Holidays 2020-2021

Autumn 2020

PD Day (Staff only)	Tuesday 1 st and Wednesday 2 nd September
School Starts	8.45am Thursday 3rd September
Half-term Holiday	Monday 26 th October – Friday 30 th October
School Starts	8.45am Monday 2nd November
Christmas Holidays	Monday 21 st December – Friday 1 st January

Spring 2021

PD Day (Staff only)	Monday 4 th January
School Starts	8.45am Tuesday 5th January
Half-term Holiday	Monday 15 th February – Friday 19 th February
School Starts	8.45am Monday 22nd February
Easter Holiday	Friday 2 nd April – Friday 16 th April
PD Day (Staff only)	Monday 19 th April

Summer Term 2021

School Starts	8.45am Tuesday 20th April
Bank Holiday	Monday 3 rd May
Half-term Holiday	Monday 31 st May to Friday 4 th June
School Starts	8.45am Monday 7th June
School Finishes	3.05pm Tuesday 20 th July
PD Day (Staff only)	Wednesday 21 st July

Holidays will not be authorised during school time. This is the policy of the Local Authority and all the local schools.