



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)

Parent Handbook 2018/2019

Holmer Lake Primary School

Brookside

Telford

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Telephone number: (01952) 387580

Headteacher

Siân Deane

This information relates to the school year

September 2018 – August 2019

The information and particulars provided in this document were correct on June 15th 2018. 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.

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Welcome to Holmer Lake Primary School

Dear Parents/Carers,

Welcome to Holmer Lake Primary School. The time spent in primary school is an extremely important part of any child's life. We want it to be full of exciting and challenging learning experiences which allow and encourage your child to develop into a resilient, resourceful, reciprocal and reflective learner. We hope that you, your child and staff can work closely together to make Holmer Lake Primary School the kind of community where every child is valued and has a sense of belonging, where your child develops into a caring individual and achieves the highest standards of learning. Your child should expect to work hard but should expect to have fun too!

Through this prospectus we hope to give you a broad outline of the opportunities offered to your child at this school. We invite you to visit us while the school is at work so that you can better understand the kind of school community we are. This invitation is offered to any parent, whether your child is of pre-school age or very much older.

The Governors and Staff of the school look forward to working with you over the years that your child is at Holmer Lake Primary School. We hope that we are able to share with you the excitement of your child's learning and, as partners, work with you to achieve the high expectations we have for each child at our school.

Yours sincerely,

A handwritten signature in black ink that reads "S. Deane".

Siân Deane
Headteacher

The headteacher leads the school with passion and plays a pivotal role inspiring staff and pupils to achieve their best (OFSTED 2017).

Our Aims and Philosophy

Building Learning Power

At Holmer Lake Primary School we expect your child to work hard and achieve the highest possible standards, whilst having fun! We aim for every child to leave our school, having achieved the very best that they can and feeling proud of their achievements. In order to do this, we explicitly teach the following life skills, to ensure that our learners are resilient, resourceful, reciprocal and reflective in their next stage of learning and beyond.

Be a Tough Tortoise – Be Resilient



Resilience is being ready, willing and able to lock onto learning- knowing how to work through difficulties when the pressure mounts or the going gets tough.

Resilience is made up of:

- **Absorption** – being able to lose yourself in learning- becoming absorbed in what you are doing.
- **Managing distractions** – recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your *own* best environment for learning.
- **Noticing** – seeing subtle differences, patterns and details in experience.
- **Perseverance** – keeping going in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning can be.

Be a Sensible Squirrel – Be Resourceful



Resourcefulness is being ready, willing and able to learn in different ways-using resources available to them. These may be resources which they can find in the classroom or it might be their own resources.

Resourcefulness is made up of:

- **Questioning** - asking questions of yourself and others. Being curious, wanting to find things out, wanting to know things in more detail.
- **Making links** – seeing connections between totally different events and experiences, building patterns and weaving a web of understanding.
- **Imagining** – Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering ‘what if...?’
- **Reasoning** – Working things out methodically and rigorously, constructing good arguments and spotting flaws in others’ points of view.
- **Capitalising** – Drawing on the full range of resources from the wider world – other people, books, the Internet, past experience, future opportunities etc.

Be a Team Ant – Be Reciprocal



Reciprocity in learning is being ready, willing and able to learn alone or with other people – using a sense of independent judgement together with skills in communication and empathy.

Reciprocity is made up of:

- **Interdependence** – knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.
- **Collaboration** – knowing how to manage yourself in the give and take of a collaborative activity, respecting and recognising other view points; adding to and drawing from the strength of teams.
- **Empathy and listening** - contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.
- **Imitation** – constructively adopting methods, habits or values from other people who you watch.



Be a Wise Owl – Be Reflective

Reflectiveness is being ready, willing and able to become more strategic about learning – taking a longer-term view by planning, taking stock, and drawing out your experiences as a learner to get the best out of yourself.

Reflectiveness is made up of:

- **Planning** – Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter.
- **Revising** – Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.
- **Distilling** – Looking at what is being learned, pulling out the essential features, carrying them forward to aid further learning; being your own learning coach.
- **Meta-learning** – knowing yourself as a learner, how you learn best; how to talk about the learning process.

You will be invited to your child's learning assembly, during the Autumn and Summer term. This will be based around your child showing you how they have developed their learning power and are able to be:

- **A Tough Tortoise**
- **A Sensible Squirrel**
- **A Team Ant**
- **A Wise Owl**

SOLO Taxonomy

SOLO Taxonomy provides a simple way of describing how learning outcomes grow from surface to deep understanding

It describes five levels of understanding for pupils who are experiencing new learning. There are clear steps for the learning outcomes that staff and pupils share.

Want to know more? Copy the link below to see SOLO Taxonomy explained using LEGO <http://www.youtube.com/watch?v=uDXXV-mCLPg>

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 TOP 5! Rules. 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).

- **Showing mutual respect**



- **Understanding the consequences of every decision we make**



- **Showing we are ready to listen to each other**



- **Everyone is treated the same, every minute of every day**



- **Knowing why we are here and what we should be doing**



We have developed a series of measures to make our school a better place for your child, visitors and staff. Most incidents are of a minor nature and can be dealt with immediately by teaching staff, support staff or lunchtime supervisors. However, verbal or physical abuse and bullying of any kind are not acceptable in our school. All unacceptable behaviour is dealt with immediately.

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)

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.

Almost all our pupils are very well behaved all of the time. To be effective, our system of discipline can only work if school and home co-operate. I am sure that we can depend on your co-operation in making our school a place where your children can feel safe and where they can learn in an enjoyable environment.

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 two children from their class to receive achievement certificates as a reward for good work and good behaviour for learning. These are presented in a special assembly, before the whole school. Children are also rewarded for positive behaviour towards others and for sustained good behaviour, through the use of gold forms, lunchtime awards, raffle tickets in classes and house points.

Anti - Bullying Policy

**Pupils said that bullying is rare in school and that they know whom to go to if they are worried about anything. They are confident that they will be listened to and supported.
(OFSTED 2017)**

At Holmer Lake School we operate an Anti-Bullying Policy to deal effectively with instances of bullying if they occur. Bullying is when a person targets another, either verbally or physically over a period of time and when asked to stop they carry on. Everyone is aware that they have a right to say "No" to behaviour that threatens or hurts them. If it continues it is agreed that this will be dealt with seriously.

The Headteacher is always informed of cases where bullying is suspected and intervenes to prevent the problem, initially by talking to the children but if necessary by talking to their parents. If bullying is suspected it is important that staff and parents work together to give children the confidence to be assertive towards those who are upsetting them and to report the problem to an adult. The school has been awarded the BIG Award for its anti-bullying work.

Our school vision - Engage Innovate Succeed

At Holmer Lake Primary School we want every child to engage, innovate and succeed in their learning, so that they are well prepared for secondary education.

Staff are ambitious for all pupils and have high expectations of every child's achievement, regardless of their starting point and experience prior to starting school. We strive to develop resilient, resourceful, reflective and reciprocal learners, who have a strong sense of personal awareness, motivation, confidence, creativity and social understanding. Supportive and enabling relationships between staff, pupils, governors, parents and the wider community are intrinsic to success and these are built on mutual respect and trust. Our school has a caring ethos and we see it as an extension to family life, developing empathy, equality, diversity and opportunity as a result of relationships with trusted adults.

We believe that we make a difference by creating and offering a safe and stimulating environment, where every child has the opportunity to overcome barriers in their personal life and learning. As a result of high quality provision, pupils feel and know how to keep themselves safe, happy and supported in their learning. We teach pupils about their rights and responsibilities and expect impeccable conduct and self-discipline.

We aim to widen pupils' horizons, learning about their own heritage, local, national, European and global cultures, through whole school collaborative projects. We see excellence in teaching and pupil enjoyment of learning as the foundation for success in life. Learning is strongest when the relationship between the child and adult is one of trust, where there is a real context for learning and the learner is focused on achieving challenging targets. This is achieved through good teaching of Building Learning Power and SOLO Taxonomy, which enables the learner to be competent in lifelong learning skills.

We aim to develop resilient, resourceful, reflective and reciprocal pupils who:

- are proud to belong to Holmer Lake Primary School;
- are committed to being a successful learner and are inspired by the success of others;
- are well-informed of how they fit into a democratic society, how they can participate in and contribute to life in Britain and value themselves as a citizen;
- are self-assured and are able to manage change and adapt to the expectations of 21st Century Britain;
- are given time to reflect on their own beliefs, culture and heritage, whilst respecting those of others;
- participate in and enjoy the artistic, historic, sporting and cultural opportunities within and beyond the school;
- have a good understanding of what is right and wrong, how to make the right decision and the consequences of these choices;
- to be tolerant of difference in all its forms;

- can think creatively, independently and imaginatively about the bigger picture and how they can achieve their aspirations in life;
- embrace challenge and have high aspirations.

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.

Social and emotional support

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).

Curriculum Organisation and Assessment

The Cornerstones' Curriculum

The aims of the school show that we plan to promote the development of each child through a range of stimulating and challenging experiences. Many of these experiences will originate from the requirements of the National Curriculum but may be taught as part of an integrated approach.

The National Curriculum

In their first year of school, your child will follow the Early Years Foundation Stage Curriculum. This is the same curriculum as they followed at nursery. This allows for continuity during their first year of school.

By law, each child aged 5-11 years must be taught a range of subjects that make up the National Curriculum. These subjects are English, Science, Mathematics, Design and Technology, History, Geography, Music, Art, Information Technology and Physical Education. For each of these subjects a description of what children will be taught is detailed in the appropriate schemes of work which are based on nationally approved guidelines.

In addition to these subjects children will be taught Religious Education and a range of cross-curricular ideas such as Sustainable Education, Health Education, Education for Citizenship and Economic and Industrial Understanding. French is taught to all children across Key Stage 2.



Philosophy

The fundamental aim of any curriculum is to help children learn. What sets the Cornerstones Curriculum apart is that it's based on our four-stage philosophy: Engage, Develop, Innovate, Express.

Engage

At the 'Engage' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school

- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully 'engage' with their new topic.

Develop

At the 'Develop' stage, children:

- improve their knowledge and understanding of the topic
- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework activities that support their learning.

Innovate

At the 'Innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt

- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

Express

At the 'Express' stage, children:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements!

How Is The Curriculum Taught?

Classes are of mixed ability. Sometimes it is necessary, because of numbers, to have mixed age groups in a class. However, all the teaching in the school is based on the needs of your child so; being in a class with older or younger children will not affect the learning and development of any child.

We endeavour to ensure that the curriculum offered to your child is creative and enjoyable. Our curriculum is based on the National Curriculum (2014) with real contexts for learning, so that your child is motivated to learn. Our aim is to develop your child into an independent and lifelong learner, with the appropriate knowledge and skills.

Religious Education is taught in accordance with the Local Education Authority's agreed syllabus - a copy of which is available in school for parents to see. Parents have the right to withdraw their children from Religious Education lessons, as they do from daily collective worship.

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 Sex Education

Governors have agreed that the children will be taught relationships and sex education from Reception to Year 6 currently based on the Living and Growing programme, but likely to be moving to the Respect Yourself programme. Parents will be consulted prior to this. Your child will be taught age appropriate content to ensure that your child has a realistic understanding of their developing and changing bodies. 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 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 share responsibility for your child's learning. We will encourage your child to develop the confidence and self-discipline needed to study on their own, as they get older, preparing them for the requirements of Secondary School. By setting homework we aim to provide opportunities for your child to practise and revise what they have been learning in class. Spelling and reading homework is set each night. In addition there is some mathematics and written homework set, to match your child's ability and age.

Your child will also receive Learning Genie homework. This 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.

Details of your child's homework will be sent out to you at the beginning of each term.

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).



Learning Genie homework

How does it work?

- Learning Genie homework tasks are designed and set for pupils to complete.
- This is so that children can find out some information in preparation for the lesson
- Pupils engage with these tasks at home or in after school homework club.
- Pupils learn facts and practice skills required.
- In the next lesson, an assessment of the skills and knowledge is made by adults and pupils – based on SOLO taxonomy (pre-structural, uni-structural, multistructural, relational and extended abstract).
- The adults assess whether pupils are feeling fully ready to apply their learning or whether they need more support / questions answered before applying their skills and knowledge.
- Teachers differentiate effectively based upon the outcomes of the assessment.
- The teacher challenges the pupils who feel they have fully grasped the information to apply their understanding to higher order thinking activities – Relational and Extended abstract tasks.
- If children aren't ready additional support with the skills and knowledge is given.
- Pupils have the opportunity to apply their skills and knowledge through engaging contexts which develop independence and decision making.

Why is it important to support your child with Learning Genie homework?

If a child is not supported with their homework, it means that they are likely to be assessed as not having the knowledge and skills to move on to the relational and extended abstract tasks in the lesson. As a result of not having the support, your child is less likely to make the progress they are capable of; they will make slower progress.

How Children Are Assessed

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching Assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

How assessment outcomes are collected and used

We use 3 key forms of assessment

- In-school formative.
- In-school summative.
- Nationally standardised summative.

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment (e.g. during the Innovate stage)
- regular short re-cap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning (e.g. during the Express stage).

We use Cornerstones' Assessment to support our formative assessment methods. Essential Skills, based on end of year age-related expectations, are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

What OFSTED said about our school

The headteacher leads the school with passion and plays a pivotal role inspiring staff and pupils to achieve their best. She has established an able and effective team that shares the schools' values and works together well to improve provision. Pupils across the early years and key stage one make good progress and achieve well on a range of subjects, including reading, writing and mathematics. Teachers and teaching assistants support pupils who have special educational needs and/ or disabilities well. As a consequence, these pupils make good progress. The teaching of phonics is consistently strong. Year 1 outcomes remain above the national average. (OFSTED 2017)

What OFSTED told our pupils about their findings in 2017

- **Achievement is good**
- **Quality of teaching is good**
- **Personal development and welfare is outstanding**
- **Behaviour is good**
- **Leadership and Management is good**

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
- 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 at KS1 and KS2 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.

Pupils will travel via public transport, hired coach or parents' cars, provided the cars have the appropriate insurance and MOT.

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 complete a consent form for visits. 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 groups include:

- School Parliament
- Team Safeguarding Voice
- E-Cadets
- Lunchtime Ambassadors
- Librarians

- Receptionists (Year 6)

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. Where parents choose to send their child to After School Club for child care reasons, there is a charge for this.

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 – 6.00pm. Parents can book a place for an hour, two hours or three hours. The cost is £2.75 per hour for the first two hours and just £1.00 for the third hour.

Places must be booked and paid for in advance.

Time	Cost	Activities
3.05 – 4.00pm	£2.75	Supported homework club and reading
3.05 – 5.00pm	£5.50	Snack
3.05 – 6.00pm	£6.50	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 is co-ordinated by Mrs. Rachel Gillett 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 that there are suitable toilet and changing facilities.

Children with Special Educational Needs and Disabilities have their needs met through an individual provision map, written by their class teacher and supported by our team of committed support staff. This is a process which involves the child, parent and school staff at all stages.

The first stage of this procedure begins when a parent, a teacher or another professional expresses concerns about a child's progress. This is recorded on a record of concern. If the child is found to have special learning needs, a provision map will be written and extra help may be given. There will be regular, termly reviews of progress. If concerns remain, the advice of outside professionals can be requested. 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.

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 Mrs Gillett or Mrs. Deane. Should concerns remain, you are invited to contact our governor with responsibility for Special Educational Needs and Disabilities, Mrs Olivia Briggs, at the school's address. A full copy of our SEND Policy, the School Offer, the SEND information report and an information leaflet for parents and carers are available at school and 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
Mrs Siân Deane	Headteacher
Mrs Rachel Gillett	Staff Governor (Teaching)
Mrs Jacqui Idiens Chair of Governors	Co-Opted Governor
Mrs Diane Davidson Vice Chair of Governors	Parent Governor
Mrs Heather Churm	Co-Opted Governor
Mrs Olivia Briggs	Co-Opted Governor
Mrs Claire Wilson	Co-Opted Governor
Mrs Barbara Williams	Local Authority Governor
Mrs Emma Weaver	Parent Governor
Mrs Louise Collins	Parent Governor
Mrs Sam Brothwood	Co-Opted Governor
Mrs Jenny Embery	Associate Governor
Ms Kris Woodcock	Co-Opted Governor
Mrs Yvonne Bennett	Associate Governor

Teaching Staff

Name	Teacher Role
Mrs Siân Deane	Headteacher
Mrs Rachel Gillett	Deputy Headteacher/SENDCo
Miss Anna Bayliss	Class Teacher (Upper Key Stage 2 Leader)
Mrs Helen Watson	Class Teacher (Key Stage 1 Leader)
Mrs Sam Brothwood	Class Teacher(EYFS Lead)
Mrs Laurie Bold	Class Teacher
Miss Paige Cureton	Class Teacher
Mrs Elle Woodman	Class Teacher
Miss Kate Prentice	Class Teacher(Lower KS2 Leader)
Mrs Alex Harrowell	Class Teacher
Mrs Vanessa Fowler	Class Teacher

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 Heather Churm	School Business Manager
Mrs Louise Fisher	Clerical Assistant
Miss Sadrah Sheiraz	Clerical Assistant
Mrs Jenny Embery	Caretaker
Mrs Caron Marchant	School Cook
Miss Louise Starr	Catering Assistant
Mrs Elaine Dunn	Catering Assistant
Mrs Donna Edwards	Catering Assistant
Mrs Pat Newbrook	Cover Supervisor
Miss Jo Birch	Cover Supervisor
Mrs Alex Metcalfe	Cover Supervisor
Mrs Sam Brothwood	Cover Supervisor
Mrs Maria Gibbons	Cover Supervisor
Mrs Janice Preston	Cover Supervisor Key worker for Breakfast Club
Mrs Philippa Carter	Teaching Assistant Key worker for After School Club
Mrs Deb Hughes	Teaching Assistant
Miss Deb Ferguson	Teaching Assistant
Mrs Karen Gratton	Teaching Assistant
Mrs Helena Hogg	Teaching Assistant
Mrs Michaela Hutchinson-Bell	Teaching Assistant
Mrs Louise Smith	Teaching Assistant

Mrs Elaine Twigg	Teaching Assistant
Mr Courtenay Towns	Teaching Assistant
Mrs Michaela Kennedy	Teaching Assistant
Mrs Elysia Gapper	Teaching Assistant

Class Organisation 2018 / 2019

Foundation Stage and Key Stage 1

Year Group	Teacher
Reception	Mrs Katie Maton
Reception/Y1	Mrs Jenny Millington/Mrs Margaret Winter
Y1/2	Miss Paige Cureton
Y2	Mrs Helen Watson

Key Stage 2

Year Group	Teacher
Y3	Mrs Elle Woodman
Y3/4	Miss Kate prentice
Y4/5	Mrs Alex Harrowell
Y5/6	Mrs Vanessa Fowler
Y6	Miss Anna Bayliss

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. Parents are welcome to have a brief word with their child's teacher between 8.45 and 8.55 each morning or at 3.05 in the afternoon. However, if you have particular enquiries or worries and need a more private talk it is better to make an appointment to see the class teacher or the Headteacher. 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).

Friends of Holmer Lake School (FOHLSA)

The FOHLSA is for the parents, staff and friends of Holmer Lake School and has been developed to allow all these partners to share in the life of the school. Some of the proposed activities of the group are:

- **Fund raising** - through its successful fund raising activities, FOHLSA has raised considerable sums of money that allow us to provide greater resources for the school as well as involving many parents, teachers and friends in a friendly and co-operative way.
- **Information** - the association can arrange information meetings to find out more about life and work at school.
- **Contact** - a way in which Holmer Lake School can make closer contact with all the other communities on Brookside and Stirchley.
- **Social** - activities are arranged for parents, staff pupils and friends.

Each parent is automatically entitled to become a member of the Friends of Holmer Lake School. You are warmly invited to all our meetings and to participate in any activity arranged by the group.

Helping in School

We actively encourage parents to support in the classroom, providing they have a clear DBS, a requirement for all adults who work with children. A letter requesting help will be sent out each term to parents.

Newsletters

A weekly newsletter is sent out to parents 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 the children. Appointment 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

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
10.30 – 10.45	EYFS and Key Stage 1 assembly KS2 break time
10.45-11.00am	Key Stage 2 assembly EYFS and KS2 break time
12.05 – 1.10pm	EYFS and Key Stage One Lunch Break (The lunchtime supervisors and Support Staff supervise the children)
12.15 - 1.10 pm	Key Stage Two Lunch Break (The lunchtime supervisors and Support Staff supervise the children)
3.05 pm	End of the school day

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 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.

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.

Teaching Times

The time spent on teaching during the normal school week, including Religious Education but excluding the statutory daily act of worship, registration, play and lunch times is 22.5 hours for KS1 and 23.5 hours for KS2 which complies with the recommended minimum teaching time.

Children are generally taught by their class teacher, often with the support of a teaching assistant or other staff. The law requires teachers to be released from teaching duties for approximately half a day a week, during this time the class are taught by a Cover Supervisor.

Lunch Time

Nearly all of the children stay at school during lunchtime. At Holmer Lake our meals are prepared by our school cook, Mrs Caron Marchant and catering assistants Mrs Elaine Dunn, Miss Louise Starr and Mrs Donna 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 £2.20 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 yoghurt 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.

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, Mrs Helen Carolina, 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 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 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 your 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 are as follows

Sweatshirts	(24-32 inch chest)	£8.50
	(34+ inch chest)	£9.50
	(38+ inch chest)	£10.50
Cardigans		£11.50
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 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 Mrs Deane or Mrs Gillett.

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 most cases the medicines should be brought to the Headteacher 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. Your child should keep their asthma inhalers easily accessible, in trays or pockets, so they can be used whenever necessary. 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 have a numbered cup to drink from during the school day. They 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.

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. 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 – Mrs Deane, Mrs Gillett or Mrs Watson.

Financial Matters

Charging Policy

The Governors have accepted the recommendations of Telford and Wrekin Council on a policy for charging for school activities. The school may not insist on payment for activities planned for children during the school day. Many of the activities arranged in school time are subsidised by the School Fund. However, the school will normally request a voluntary 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.

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, newsletters and policies.

You will also find links to each class's blog which will show you the work children have been doing throughout the year.

<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 2018-2019

Autumn 2018

PD Day (Staff only)	Monday 3 rd and Tuesday 4 th September
School Starts	8.45am Wednesday 5th September
Half-term Holiday	Monday 29 th October – Friday 2 nd November
School Starts	8.45am Monday 5th November
Christmas Holidays	Monday 24 th December – Friday 4 th January

Spring 2019

PD Day (Staff only)	Monday 7 th January
School Starts	8.45am Tuesday 8th January
Half-term Holiday	Monday 18 th February – Friday 22 nd February
School Starts	8.45am Monday 25th February
PD Day (Staff only)	Friday 12 th April
Easter Holiday	Friday 12 th April – Friday 26 th April

Summer Term 2019

School Starts	8.45am Monday 29th April
Bank Holiday	Monday 6 th May
Half-term Holiday	Monday 27 th May to Friday 31 st May
PD Day (staff only)	Monday 3rd June
School Starts	8.45am Tuesday 4th June
School Finishes	3.05 Monday 22 nd July

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