

An Introduction to
**Radford Semele
C of E Primary
School**

(Voluntary Controlled)

School Lane, Radford Semele, Leamington Spa CV31 1TQ Tel: 01926 426940
admin3152@we-learn.com <http://www.radfordsemele.warwickshire.sch.uk>



Summer 2013

Welcome to the School

Our school first opened in 1848 and as the village has grown, so has the school. We are very fortunate to be situated in a delightful area, having the village on one side and open farmland on the other. At present we have seven permanent classrooms, two temporary classrooms and several group withdrawal areas. As a Primary School we take children from 4 to 11 (Year R to Year 6). We enjoy the happy, warm atmosphere this brings, with the older children playing and working with the younger children. We feel this benefits our school enormously.

Playtime facilities include football and netball areas. Thanks to the Parent Teacher Association (PTA) and local business donations, we have one adventure playground and quiet areas for children to sit.

We value working closely with parents to ensure that the children get the best possible education, not only academic but personal and social as well. We try to keep parents informed of all developments in school through a weekly newsletter. Parents are welcome to come into school to discuss any matters relating to their children's development. There are also opportunities for parents to meet formally with their child's class teacher during the year to discuss progress. We are pleased that so many parents are able to assist us in the classroom and are always grateful for any extra help.

(no. on role)

Paul Wyllie (Head teacher)

Patrick Donajgrodzki (Chair of Governors)

The School Mission Statement

The school aims to be a welcoming community where human relationships are important. Everyone associated with the school is treated with respect, as made in the image of God and loved by him. As a Church school we aim to promote and affirm Christian values and are committed to the spiritual, social and cultural development of all the children, preparing them for the responsibilities and experiences of life.

The Aims and Values of the School

The school aims to:

- ✓ Be a welcoming community where relationships are important and all children feel valued regardless of ability or faith
- ✓ Provide the highest standards of teaching, to meet individual needs
- ✓ Achieve the highest standards in work and behaviour
- ✓ Encourage personal development, with a positive, caring attitude towards other people and the environment

Responsibilities of School and Parents

	PARENTS	SCHOOL
Attendance	<ul style="list-style-type: none"> • Send children to school regularly to arrive by 9 am • Notify the school promptly in cases of absence • Try to ensure that the school uniform is worn • Discourage children from wearing high heel shoes, earrings and jewellery for safety reasons 	<ul style="list-style-type: none"> • It is a legal requirement to keep a record of attendance • Contact parents if there is any concern about absence or punctuality • Make the school as healthy, safe and secure as possible
Standards of Education	<ul style="list-style-type: none"> • Take an interest in the work and encourage children to do their best • Take part in the assessment of children with special needs • Notify the school if a child cannot do P.E., games or swimming as these are National Curriculum subjects and therefore compulsory 	<ul style="list-style-type: none"> • Ensure the National Curriculum subjects are taught within a broad and balanced curriculum which includes under 5's provision via Early Learning Goals • Measure progress by assessment, testing and target setting • Provide support for children with special needs
Homework	<ul style="list-style-type: none"> • Support children in any home-learning • Ensure school books are well cared for and returned 	<ul style="list-style-type: none"> • Set appropriate work to develop important skills • Assess and recognise effort
Discipline and Behaviour	<ul style="list-style-type: none"> • Encourage children to have high standards of behaviour and to keep school rules 	<ul style="list-style-type: none"> • Encourage appropriate behaviour • Provide a structure for recognising good behaviour • Investigate thoroughly any allegations of bullying, racism etc
Communication	<ul style="list-style-type: none"> • Let the school know if any home issues are likely to affect children's work or behaviour • Read letters from school and reply where necessary • Make every effort to attend meetings and parents consultation evenings 	<ul style="list-style-type: none"> • Let parents know about any problem with progress or behaviour • Keep parents informed of new developments and initiatives • Discuss children's progress • Provide a written report once a year
Extra-curricular school life	<ul style="list-style-type: none"> • Support and get involved in the life of the school 	<ul style="list-style-type: none"> • Provide activities for interest and enjoyment • Inform parents of events in school

School Admission and Reception Class (YR) information

The Local Education Authority (LEA) has introduced a centralised admission service.

School Admission

The school endeavours to admit all children who wish to attend our school. We have a standard number of 30 places in the reception year. If this number is exceeded, we ask the Local Education Authority (LEA) Admissions Office for advice. The LEA admission criteria is as follows :

1. Children living in the priority area who have a brother or sister in our school at the time of admission.
2. Other children living in the priority area.
3. Children living outside the priority area but who have a brother or sister in our school at the time of admission.
4. Other children living outside the priority area.

The school will list all applications and then offer a place subject to availability. This is normally done at the end of February/early March. Confirmation of acceptance should be given to the school within two weeks.

Prospective parents are welcome, by appointment, to view the school.

Preparation for Admission

During the summer term prior to admission, we hold an induction period for parents and children. This includes visits by the children to the school, in order to familiarise them with their new environment. The school staff visit the children at their pre-school setting. Opportunities are provided for the children to take part in organised activities with the headteacher, Reception staff and children in the current Reception class. A meeting is held in the summer term to inform parents

of the induction process and to arrange times for home visits. We feel this preparation and support is helpful in making the transition to school as smooth as possible for all concerned.

All families are offered a home visit prior to the children starting school. This allows the teacher to meet and observe each child in their own environment and to talk with parents.

Framework

The children in Reception follow the Foundation Stage Framework. It contains early learning goals, which most children are expected to achieve by the end of the reception year. The goals are set in the context of the following areas of learning :

- Personal, social and emotional development
- Communication and language
- Literacy
- Mathematics
- Knowledge and understanding of the world
- Physical development
- Expressive art and design

Assessment

The new statutory assessment, the foundation stage profile, builds up a picture of what a child has achieved, knows and can do, and is built up over the Reception Year and through nursery. This provides important information for parents and Year 1 teachers.

The Curriculum

The Education Reform Act 1988 gave central government a major role by introducing a single National Curriculum. The aim is to give all pupils a curriculum which is balanced and broadly based. The compulsory curriculum which the school follows is made up of the National Curriculum, which has core subjects and foundation subjects as outlined below, and Religious Education.

The core subjects are Literacy, Numeracy, Science and Information & Communications Technology which are given more teaching time than other subjects. The foundation subjects are History, Geography, Design & Technology, Art, Music, PSHE, Physical Education together with Religious Education. These subjects do not need to be taught separately. At Radford Semele Primary School a number of subjects may be incorporated into a class project.

The Core Subjects

Literacy

Literacy unites the important skills of reading, writing, speaking and listening. Children will have opportunities to develop skills in these areas through a range of activities, and these skills will be applied to other curriculum areas.

Reading

Children are taught to read systematically through the phonics programme, Letters and Sounds. As the children become more confident with their sounds, they are introduced to books from a reading scheme. As the children progress through the scheme, as well as enjoying a wide range of "non-scheme" books during Key Stage 1, we aim to equip them with a range of skills which will help them to become more confident as readers, as well as fostering a love for books and words. We are committed to supporting children so they are able to make the transition from "learning to read" to "reading to learn."

In Key Stage 2, children continue to widen their reading experience, through accessing a wide range of genres and ever more challenging texts. Through guided

reading sessions, they are encouraged to answer text based questions, verbalise opinions, make predictions and as they become more confident, make inferences and deductions, looking "beyond" the literal.

Writing

Writing is intrinsically linked to reading and we ensure that the children cover a wide range of genres, looking at their individual features in detail. We also believe that "talk for writing" is hugely important and wherever possible, make sure that we include opportunities for drama to aid this. Through reading a variety of texts, children will learn structures, themes and purposes for their writing whilst focussed word, sentence and grammar skills contribute to the organisation and accuracy of their writing. Each week the children will see writing modelled by the teacher and will regularly take part in composing, spelling and handwriting activities.

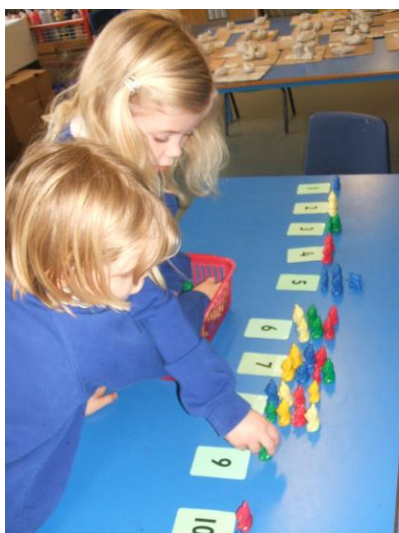
Numeracy

To enable all children to become numerate; daily lessons will have pace, rigour and challenge.

Real life applications of numeracy and developing problem solving skills will be taught through a wide range of practical and ICT resources.

Learning in mathematics will include study of the following areas:

- Learning in numbers and calculations, using them in every day situations
- Gaining knowledge about space, shape and patterns
- Developing an understanding of quantity and measure
- Becoming confident in using money
- Being able to make and interpret graphs and charts
- Solving problem and puzzles involving all of the above



Numeracy (Year 1 2013)

Science

From an early age, children are curious and seek explanation for the world around them. We teach them basic scientific enquiry skills and provide a variety of opportunities to develop their knowledge and understanding of the three main strands of Science:

- Life and Living Things
- Materials
- Physical Processes.

Through this teaching we hope that the children will develop both an understanding and respect of the world in which they live.

From Reception through Year 6, children plan and carry out a variety of scientific investigations. During these investigations children are encouraged to :

- ✓ Make predictions and observations.
- ✓ Collect, interpret and present data
- ✓ Draw conclusions based upon their results and their knowledge of the subject.



(Science (Year 3 2013)

Information & Communication Technology (ICT)

Children are given the opportunity to develop skills in communicating and researching information, word processing and illustrating, data handling, measurement and monitoring. We have a wide range of software and CD Roms supporting and covering the whole curriculum. Children use the digital camera along with other supportive hardware such as easispeak and headset microphones to make digital recordings

Working with the Warwickshire we-learn project we are integrating the use of the Learning Platform and Virtual Learning Environment in order to comply with Next Generation Learning. Children use this in order to access interest groups for their class, blogs and Wikis for cross-curricular links. We have a dedicated computer suite housing fifteen networked PCs. All PCs run the Warwickshire WIG Software and are connected to the Internet and E-mail. We also have a data projector installed in the computer suite, the Y5 and Y6 practical area and the hall. Those are used to enhance teaching of ICT skills. In addition we have interactive whiteboards in every classroom in order to embed ICT throughout the curriculum.

Geography

The children learn about their own surroundings and the variety of human and physical conditions on the Earth's surface. They are taught mapping skills and fieldwork techniques. Local trips are arranged for the younger children and residential visits enable older children in Key Stage 2 to study contrasting localities.

A variety of teaching resources are used to deliver the curriculum including atlases, computer software and videos. Through our work in this subject we aim to develop informed concern for the quality of the environment and a responsibility to care for the Earth and its people.

History

The children are given opportunities to develop an awareness of the past and the ways in which it was different from present day life. They learn about important events in Britain's past and the history of other parts of the world. They are taught about the lives of famous people and children also investigate aspects of our local history. A wide range of experiences are included in the curriculum. Trips are arranged to museums and other places of interest. The programmes for our visits invariably involve opportunities to explore history in exciting practical ways. The study of books, artefacts, old photographs, documents and computer programmes help the children to find out about the past. Drama activities are planned and they add an exciting dimension to our work.



History trip (Year 1 2013)



Hobday House (Year 4 2013)

Music

We aim to give our children a wide variety of musical experiences throughout the school, including lessons within the class, taking part in school productions and performing in assemblies. We are also keen to promote the experience of professional musicians by inviting them in to work with the children. Music lessons within the classroom include singing, percussion playing, composing using a variety of instruments and listening to music from a wide range of genres and cultures. Music software has recently been installed on the computers giving children the opportunity to compose and

then listen to their own compositions. Children from year 3 and above have the opportunity to have flute, clarinet, guitar, keyboard and drum lessons. We also give children the opportunity to showcase their talents through singing, dancing, "Radford's Got Talent" and playing their musical instruments. Some of these performances are recorded on CD and DVD.



In2 Cultures visit (Year 2 2013))

Physical Education

Children take part in numerous activities which help their physical development and provide opportunities to gain skills. Creativity and expression of ideas is encouraged through dance, gymnastics and Top Sport while all the children take part in games and outdoor activities. When children reach Key Stage 2 (years 3 to 6) they take part in swimming lessons. We participate in inter-school leagues and activities in both winter and summer games.

Design and Technology

Children are taught the techniques and skills for designing and making models which are essentially functional. Where appropriate, links are made with other subjects and with topic work. Through the key stages, an increasingly more complex range of materials is used to create mechanisms and structures, together with

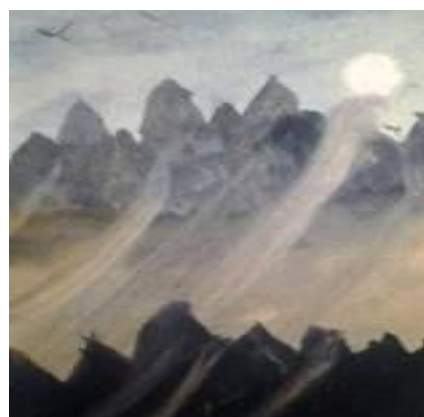
systems of control and to develop experiences of food and textiles. All of these contribute to the progressive development of the child's capability.



DT (Year 2 2013)

Art

Creativity is highly valued at Radford Semele and we aim to harness the children's natural joy of this by teaching them skills and techniques needed to create high quality artwork. Our aim is to inspire and develop confidence in themselves as artists and to apply their creativity throughout the curriculum. They are taught how to handle equipment and use an increasingly wider range of media craftsmen in order to study style and artistic response to media and stimulus from a variety of cultures, past and present. In Key Stage 2, we inspire motivation by encouraging children to identify and research their own stimulus for artwork. The school currently has a thriving Art Club where the children can explore and develop their ideas further.



Year 3 landscape work in conjunction with Campion School 2013



In2Cultures art work 2013

PSHE

PSHE is highly valued at Radford Semele. It helps give children and young people learn the knowledge skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issue that are part of growing up. PSHE is taught through a whole school approach, with each class covering the same topic each half term. The topics are progressive and allow the children to explore and develop their understanding as they progress through the school.

The Curriculum - Other Aspects

Special Education Needs (SEN)

Some children at times have a special educational need. It is estimated that one child in five is likely to need such provision at some time in their education. The school's SEN policy provides a framework to give the appropriate support. All children with special needs still receive their entitlement to the National Curriculum.

We aim to identify such children as early as possible through the normal process of assessing what each child is learning. We then plan appropriate learning experiences and provide support to help the child make progress in class. A register of all children with a special educational need is kept in the school.

When any child enters the school with a known educational need there is liaison with the support services who have been or who are working with the child. This occurs most often when children have speech and language difficulties. Early identification of all educational needs is important.

The stages What the stages mean

School Action (Something Extra)

The teacher has concerns about a child's progress, a concern that is shared with parents, recorded and reported to the Special Educational Needs Coordinator (SENCO). A programme of support to address the need is carried out by the teacher. This information is shared with the parents and the SENCO. The SENCO will provide any relevant advice and support materials.

School Action + (Specialised Intervention)

The school will continue to do all of the above and involve support staff from the Local Education Authority (LEA) and from Round Oak Support Service. The school will liaise closely with these when they visit the school to carry out any assessments, provide support programmes or work with the children. At this stage the school can request a statutory assessment.

Statement of SEN

On occasions, following a statutory assessment, the LEA will issue a Statement of Special Educational Need. This will provide advice and support to schools to address a child's need. It also ensures appropriate resources are brought in from the LEA. Less than 2% of children reach this stage.

School Visits

We base a great deal of our work on visits to museums, farms and places of educational interest. We are not allowed to charge for any activity during school time; we do, though, ask for a voluntary contribution to assist us to finance the trip. If any parents experience difficulties, they are most welcome to contact the school. All such matters will be treated in confidence.



Kingsbury (Year 6 2013)



Hindu Temple Visit (Year 4 20-13)

Assessment, Recording and Reporting of Progress and Achievement

Children's progress is regularly assessed against the National Curriculum criteria. Children in Year R are assessed using the Foundation Stage Profile.

The senior leadership team and class teachers have termly meetings to discuss

the attainment and progress of all the children in school. Intervention programs and support is put in place where necessary.

At the end of Years 2 and 6, children take part in the Standard Assessment Tasks, (SATs), the results of which are included in their annual report. Children in Year 3, 4 and 5 take part in the optional QCA tests. We use this information in school.

Evidence is kept on individual children's work which demonstrates significant progress in National Curriculum subjects in progress books for the core subject areas.

Reports on progress and achievements in all areas of school life, not only academic, are sent to parents annually and parents' evenings are held each term to discuss progress and any problems that may have arisen.

We also celebrate children's successes in a number of ways through a special Achievement Assemblies and various other ways in each class. Achievements are also reported in the weekly newsletter and on the website.

Personal Development (including Sex Education)

Through its personal development programme, the school supports and promotes attitudes, practices and understanding conducive to good health. We pay sensitive regard to the relationship between children, their peers and their families. Concepts involving sexual differences and human reproduction are introduced through gradual progression, and questions are answered with sensitivity. The Community Nurse also supports the teaching of SRE in Years 5 and 6. Safety education and social training

are important elements in the classroom. Parents are welcome to view the materials for sex education and may exercise the right to withdraw their child if they so wish.

To encourage a healthy diet children are provided with a piece of fruit daily.

Out of School Activities

We encourage participation and the pursuit of hobbies and interests. Our activities include football and from September, Street Dance. Please contact the school in September for further information regarding other clubs and extra curricular activities.

Homework

There may be times when we would like the children to finish or extend a piece of work, to learn tables, spellings or number patterns, or to research some aspect of topic work at home. Children will be encouraged to read and to share books at home on a daily basis. We appreciate parents' support and co-operation, as outlined in the Homework Policy.

Behaviour

In our school, we aim to :

1. Encourage appropriate behaviour, especially being co-operative and helpful.
2. Provide a structure for recognising good behaviour. Including praise from the teacher, stickers, house points, sharing work with the Head teacher and parents.
3. Encourage children to take responsibility for their own actions, thus promoting self-discipline.
4. Create a positive attitude towards school and learning.

On occasions, some children find it difficult

to accept responsibility for what they have done. We have sanctions and procedures within school to deal with these situations. The school has a Behaviour Policy, copies of which are available on request.

Bullying

Bullying of all kinds happens everywhere in society and schools are no different. As a staff we have to be realistic and realise that it can happen at any time; we take opportunities to reinforce that bullying of any kind will not be tolerated in our school. We feel that, when children are actively involved in work and play in a friendly and caring environment where they feel valued, negative incidents are kept to a minimum. For further details, please see our Anti Bullying Policy on the website.

Pastoral Care

Initially teachers are responsible for the care of every child in their class. We are very aware of the importance of a child's personal, social and moral development. Parents are encouraged to discuss problems with teachers and inform us, in confidence, of anything which might affect the child's progress. We have access to specialist help and advice from outside the school that we can access whenever necessary.

Disability Arrangements

The school has disabled access and specific disabled toilet facilities. The new classrooms and internal changes will take into account disabled access.

Church Links With School

As a church school, links with the parish church are encouraged, and local clergy involved. Collective worship - "assembly" - is consistent with the faith of the Church of England, though there are occasions when other faiths are the focus, eg festivals. Class assemblies are an extension of work done in the classroom

pupil and Elaine Sabin, who was a teacher who died in 1997. There is also a garden in front of the admin block in memory of Elaine. Situated by the pre-school is a garden in memory of Lil Lay who served our school for many years as an employee, governor and helper.

Collective Worship

A daily Act of Worship is required by law, when the whole school meet together, or separately as Juniors and Infants. On days that classes are not scheduled for assemblies, collective worship may take place in the classroom.

Religious Education

Christianity maintains a central place in our RE teaching. In line with the Warwickshire RE Agreed Syllabus, we recognise the need for children to have knowledge and understanding of the various faiths of the people in our community. We encourage the children to appreciate the beliefs and rituals connected to these faiths, allowing them time to reflect upon their own beliefs and values. Parents have the right to exclude their children from Religious Education and a member of staff would supervise them.

Remembrance Gardens

We have 3 areas in our school. Lucy and Sarah's garden is to the rear of the school. They were sisters and pupils at the school, when they died in a tragic road accident. In their memory a pond and wildlife garden was built. In the Summer of 2012, we included memorial benches to Tracy Sykes, who was a parent of the school and a teaching assistant, Ian Clarke who was a

General Information

Parents

- **Consultation**

There are two formal consultation evenings per year. The first is early in the Autumn term. This gives parents the chance to talk to the class teacher, enabling them to gain further insight into how their child has settled into their new class.

The second evening is generally half way through the year. This gives the class teacher an opportunity to discuss progress, future plans and developments. Children's work will be available for parents to view at this meeting.

In July, we have an open day when parents can visit the school to see class displays and work. At the end of the school year, each child will receive a written report and parents will have the opportunity to discuss this with staff if they wish.

- **Contact with the school**

You may contact us by telephone, letter or a personal visit. The school secretary is available throughout the week and can deal with routine information and queries.

If there is a problem with your child, direct contact may be necessary. If this is likely to entail more than a quick word as school starts or finishes, please make an appointment.

Complaints

If a problem cannot be solved at school level, a parent may wish to write to the Chair of the Governors. If a satisfactory conclusion is not reached, there is a formal complaints procedure. Please see the

Complaints Policy on the website.

Lunch Times

Children have the choice of a cooked lunch or bringing their own sandwiches. Dinner envelopes are provided and it is helpful if parents can send money on Monday mornings. For children who go home to lunch, we ask that they do not return to school before 1.10pm.

School Times

School starts at 9.00 am and finishes at 3.15 pm. Lunchtime is from 12.15 pm to 1.15 pm for the whole school.

Absences

It is a legal requirement that the school is informed of the reasons for a child's absence. If it isn't possible to take holidays during the normal school breaks, parents may take their children out of school for a period of up to two weeks. In such cases, a holiday form must be filled in. If the period exceeds this, please contact the school.

The level of attendance at the school is very good. Combined figures relating to the year 2011-2012 are as follows:

Number of pupils	185
Percentage of authorised absence	94.1%
Percentage of unauthorised absence	0%
Attendance for the period	95.7%

Uniform

We have a uniform based on blue, white and grey which we encourage the children to wear. Girls are allowed to wear trousers, black or grey. The items can be purchased easily from local shops and the sweatshirt can be bought in school. Full details of uniform and PE kit are available on a separate sheet on request

Medicals And Medicines

On entry to school, children receive medical examinations covering general fitness, hearing, eyesight and teeth. Parents do have the opportunity to discuss their child's health with the school doctor.

If your child requires medicines to be administered during the school day, please see Mrs Clarke the Secretary and fill in an administering medicine form.

Safeguarding

'Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.'

The full Child Protection Policy can be found on the website.

Academic Year 2013-2014

Term Dates

Friday 30 August	Teacher Training Day
Monday 2 September	Children start back (Except Reception)
Monday 28 October - Friday 1 November	Half Term
Friday 25 November	Teacher Training Day
Friday 20 December	Break up for Christmas
Monday 6 January	Teacher Training Day
Tuesday 7 January	Spring Term starts
Monday 17 February - Friday 21 February	Half term
Friday 11 April	Break up for Easter
Monday 28 April	Summer Term starts
Monday 5 May	Bank Holiday
Monday 26 May - Friday 30 May	Half Term
Friday 18 July	Break up for Summer

Other important dates are sent out at the start of each term.

Head teacher	Paul Wyllie
Deputy Head teacher	Jayne White
Assistant Head teacher	Faiyza Anwar

Teaching Staff 2013-2014

- YR Yvette Lyttle
- Y1 Lucy Houghton plus Cat Hanton for 5 mornings a week
- Y2 Lynda Everitt plus Harriet Gott for 5 mornings a week
- Y3 Jayne White Monday and Tuesday and Faiyza Anwar Wednesday to Friday
- Y4 Stephanie Tassell
- Y5 Charlotte Collyer for the first 2½ days of the week and Ruth Brown for the rest of the week
- Y6 Rachel Genner on Monday and Tuesday and Linda Blackwell Wednesday to Friday

Classroom Assistants

Miss Rachel Ewins
Mrs Di Skipper
Mrs Judith Clarke
Mrs Rachael Hart
Mrs Caroline Ainsworth
Mrs Trish Rushforth
Mrs Jo Bowen
Mrs Manisha Kamari
Mrs Sarah Jamfar

School Secretary Julie Clarke

Cleaner in Charge Jan Jones

Kitchen Staff Heather Anderson, Kay Turnbull

Lunchtime Supervisors

Judith Clarke	Trish Rushforth
Lynn Wicks	Rachael Hart