

# Welcome to



## School Prospectus 2021-2022

This prospectus relates to admission year 2021-22  
and the reporting year 2018-19 (not updated due to Covid-19).

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A copy of this prospectus and a very informative promotional video can be found on the School Website:

<https://newdaleschool.taw.org.uk/>

## Head Teacher's Welcome



On behalf of all the children, staff and Governors, I'd like to warmly welcome you to Newdale Primary & Nursery School. We are a very special school that likes to celebrate success - at every level. The life of the school is driven by enthusiasm and a desire to achieve. We aim to bring learning alive, making it exciting and stimulating. We want to give our children a thirst for learning that continues with them throughout their future school experiences and lives.

An essential ingredient for this to happen is teamwork. We view education as a joint venture involving everyone - children, parents, staff, Governors and the wider community. We hope that we will be able to depend on your co-operation and support in this partnership, so that together we can provide the best for every child.

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

We are confident that with a talented team of both teaching and non-teaching staff we can provide a smooth transition for any child joining the school and strive to meet the needs of all.

If you should have any questions, please do not hesitate to contact me.

I look forward to meeting you!

Rachel Cook

**Head Teacher**

## School Parliament

We encourage children to take an active interest in how their school is organised via our School Parliament. The Parliament meet regularly and lead whole school assemblies to inform children on issues such as lunchtime activities, charity work and fund-raising efforts. Our School Parliament consists of two pupils from each class, voted in by class members. Elections take place once a year in the Autumn term. The whole school takes part in the process, giving children an understanding as to how elections and voting operates in the wider community. Our School Parliament provides children with opportunities to influence the running of the school.

### Welcome from the School Parliament

Hello and welcome to Newdale Primary School.

We love coming to Newdale because it is a welcoming and friendly school. We have fun experiences whilst learning all the time. We learn lots of things and study different subjects such as Literacy, Maths, ICT, PE, Science, Art, PSHE, History and Geography.

We have all kinds of equipment like the tyre park, jungle gym, football pitch, together with great activities at break and lunchtime - so we stay active and have lots of fun.

There are also lots of extra-curricular activities to join in with at lunchtimes and after school, Film Club, Cooking Club and Street Dance being just a few! Our school is always buzzing!

As a School Council, we are involved in decision making and raising money to help local charities. We also make sure that every child in our school has the opportunity to have their say.

With visitors always coming in to share different experiences, residential trips, swimming lessons and teachers who keep us on our toes, Newdale is a very busy, active place that everyone can share and enjoy.



## Introduction to Newdale

Newdale: a school of doers, believers and achievers.

Newdale Primary School provides a welcoming, supportive learning environment with a strong level of community and parental support. It is a place where everyone enjoys reaching their potential and gets excited about their next steps and future. Our school, opened in April 2003, is set in established wooded grounds with a pond and wildlife area that has views over The Wrekin.

We serve the Newdale, Overdale, Rock and Old Park area close to Telford town centre. Our pupil admission number for each year group is 60. Currently we have over 420 children on roll and fifteen large classrooms; each with an interactive whiteboard and excellent ICT facilities. In addition, we have full internet networking, an inclusion room, games court and Breakfast and After-School facilities.



## Meet the School Governors

Our Governors are representatives of the local community, parents, school staff and the Local Education Authority. They bring a range of interests, knowledge and skills to the school whilst working in a voluntary capacity.

Head Teacher Governor: Rachel Cook.

<b>APPOINTED BY TELFORD AND WREKIN</b> <ul style="list-style-type: none"><li>• Beryl Mason</li></ul>	<b>ELECTED BY STAFF OF THE SCHOOL</b> <ul style="list-style-type: none"><li>• Michelle Bishton</li></ul>
<b>ELECTED BY PARENTS</b> <ul style="list-style-type: none"><li>• Amanda Price</li></ul>	<b>COMMUNITY APPOINTED GOVERNORS</b> <ul style="list-style-type: none"><li>• Carole Williams (Chair)</li><li>• Amy Newport</li><li>• Anthony Smith</li><li>• Amanda Lowe</li><li>• Simon Evitts</li><li>• Karen Rowley</li></ul>

We have link governors for many areas including:

Literacy, Numeracy, Early Years, Special Educational Needs and Pupil Premium.

### What is a School's Governing Body?

All schools have a Governing Body which is responsible for overseeing many of the strategic decisions of the school. A key role is to act as a 'critical friend'. A 'critical friend' offers support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. However a 'critical friend' may also challenge, ask questions, seek information, improve proposals and so arrive at the best solution for the pupils, staff and whole school community. The Governing Body works in close partnership with the Head Teacher, staff and the Local Authority. Whilst the Head Teacher is responsible for the day to day running of the school, the Governors are involved, for example, with such things as staffing, curriculum, health and safety, safeguarding, school buildings and finance. They ensure the school functions well and maintains the proper range of academic and social objectives. The Governing Body works as a team with shared responsibilities. Governors never make decisions on their own, nor do they act as individuals. Membership of the Governing Body includes parents, teaching and non-teaching staff and representatives from the local community and the Local Authority. The Full Governing Body meets at least once each term.

In addition, there are sub-committees which meet more frequently:

- Finance and Personnel Committee
- Curriculum Committee
- Safeguarding & Health and Safety Committee
- Head Teacher's Performance Management Committee
- Strategic Committee

- Complaints/Appeals Committee - formed as and when needed with governors selected linked to their availability

## Message from the Chair of Governors.

On behalf of the Governors at Newdale Primary School and Nursery, I welcome this opportunity to introduce you briefly to the work the Governing Body undertakes to ensure that your child(ren) will receive a relevant and exciting primary school education.

The Governing Body has a range of powers and duties laid down by various Education Acts. In the main these responsibilities relate to:

- Setting targets and promoting high standards of education.
- Setting the strategic framework within which the school operates.
- Management of the school's delegated budget.
- Ensuring that the curriculum for the school is balanced and broadly based.
- Ensuring that Health and Safety and Safeguarding policy and procedures are followed and embedded.

Governors discharge the above responsibilities, together with many others, through a Governing Body meeting each term. These formal meetings are supplemented by a series of additional sub-committee meetings dealing with more specific issues within the school. In addition, Governors are invited into the school on a regular basis during the working week and can make further visits to the school to meet with children, staff and parents at a convenient time for the Head Teacher, staff and parents of the school.

Governors adopt, review and monitor a range of policies that govern the operation of the school including Health and Safety, Behaviour, Curriculum, and Performance Management.

We believe that the school draws a unique strength from its belief that our community matters and our commitment to high expectations for all is at the core of everything that we do

The Governing Body is, therefore, rightly proud of the achievements of the school, not only in terms of its academic achievement, but also in the solid foundations it provides in preparing all our pupils for the remainder of their formative education.

### How can you contact a Governor?

Governors at Newdale Primary School and Nursery are always approachable through the school office. If you wish to express any comments, concerns or compliments please contact the school on 01952 387720 or drop us a line.

## Teaching / Support Team 2021 /2022:

Head Teacher	Miss R Cook	
Deputy Head Teacher	Mrs M Bishton	
Assistant Head Teacher	Mrs J Thomas	
Early Years Foundation Stage Manager -	Mrs K Hailey	
Class Teachers:	Mrs S Evans/Mrs Sturrock	Reception
	Mrs Hailey	Reception
	Miss A Newport	Year 1
	Miss D Broadhurst	Year 1
	Mrs L Trevor	Year 2
	Miss L Jones	Year 2
	Mrs K Pablos/Mrs Z McLaughlin	Year 3
	Miss A McCullagh	Year 3
	Mr C McFarland	Year 3
	Mrs Fenn	Year 4
	Mr J Jackson	Year 4
	Miss B Harrison	Year 5
	Mr Banfield	Year 5
	Miss C Clay	Year 6
	Mrs J Thomas	Year 6
	Mrs J Lefroy	MFL
	Mrs Poole	SEND Co
	Mrs M Arthurs	(Maternity)
Administration Team:	Mr J Griffiths (School Business Manager)	
	Mrs J Millington (Office Manager)	
	Mrs E Silman	
	Mrs Western	
Site Manager:	Mr A Thomas	
Teaching Assistant Team:	Miss T Marshall (Higher Level Teaching Assistant)	
	Mrs S Lewis (Higher Level Teaching Assistant)	
	Mrs S Morrow (Higher Level Teaching Assistant)	
	Mrs L Stack	
	Miss J Perkins	
	Mrs M Hickinbottom	
	Mrs N Brown	
	Mrs P Thomas	
	Mrs A Clarke	
	Ms S Marshall	
	Mrs S Horler	
	Mrs C Goodwin	
	Mr G Bevan	



Mrs L McLeod  
Miss M Hammond  
Mrs Z Stevens  
Mrs T Mahon  
Mrs E Austin  
Mrs J Everall

Inclusion Manager: Mrs R Powell  
Pastoral Assistant: Mrs K Byrne-Corbett

Head Cook: Mrs J Tott

Breakfast & Lunchtime Team: Mrs T Kirwan (Senior Lunchtime Supervisor/Breakfast Club Supervisor)  
Miss M Hammond  
Mrs T Smart  
Mrs J Edwards  
Mrs L McLeod  
Mrs S Walker  
Mrs K Mahon  
Mrs S Purohit  
Miss D Haynes  
Mrs K Hawley  
Mrs F McMullen

### **Newdale Nursey**

Nursery Teacher Mrs L Curnow

Nursery Administration Team Mrs J Steele

After School & Out of School Leader Miss T Marshall

Nursery Key Workers  
Mrs P Pugh  
Miss S Giordano  
Miss C Angus  
Mrs J Turner  
Mrs K Hall  
Mrs L Jones  
Miss R Cleobury  
Miss R Fenn  
Mrs S Ferriday  
Mrs A Bissell  
Mrs M Baldock  
Miss R Preston

After School Staff Mrs H Levien



## Newdale Primary School and Nursery

A school of doers, believers and achievers

### Vision Statement 2021-22

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

**We are a learning community where...**

Children, staff, governors and parents alike are passionate about progress and every success is celebrated

*'School is fun and enjoyable because all the teachers and staff make it that way, including the PE teachers' (Year 4)*

A love of reading is harnessed throughout every child's learning journey

Learning is exciting and engaging ensuring that children know more and remember more

*'We remember things we have already learnt using flashbacks and quizzes - this is fun' (Year 4)*

Children are given time to reflect on their ideas, use their initiative and develop independent learning skills, developing their self-confidence and courage to believe that they can and will succeed

All learners, families, and cultures - regardless of gender, ethnicity, faith, orientation or disability - are of equal value

*'It's good to learn about different religions and how to respect everyone' (Year 5)*

Children learn in a stimulating, supportive environment where emotional health and well-being are prioritised and children are given the confidence to face setbacks with hope and resilience

Children learn the significance of equal opportunities, justice and human rights.

They become increasingly aware of the significance of these principles to citizenship and democracy, preparing them for life in modern Britain

*'Each and every subject focuses us on our future career: maths for accounting; literacy for becoming an author; or science to be able to create medicines and vaccines or become a doctor' (Year 5)*

Children learn to feel safe, happy and supported in their learning and are shown how to maintain this including staying safe when online both in school and at home

*'Learning to stay safe online helped us when we were at home during lockdown and we were always using the internet' (Year 6)*

All children experience outdoor learning opportunities which contributes to their knowledge and understanding of both local and global environmental issues

Dreams and aspirations are harnessed and nurtured with exciting and engaging school trips and visitors leading to life-long memories

*'When we go on school trips or have visitors, we meet new people and it makes our learning more memorable' (Year 6)*

All children experience excellent physical education, school sport and physical activity that can lead to life-long participation

*'Sport clubs are very enjoyable. We are excited about the new pitches and how they will be safer and raise the profile of sport in school' (Year 5)*

*Every child is given the opportunity to develop their interest and skills in a wide variety of the arts including music and drama*

*'I like having different teachers (e.g. French, PE and music) who have different styles of teaching and are specialist and capable' (Year 5)*

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*'My children are encouraged and supported to aim high and be the best that they can be both academically and socially.  
(Reception and Year 4 parent)*

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*School communication with parents is amazing. I always feel informed about what my child is doing in school, and their wellbeing.  
(Year 4 and Year 6 parent)*

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*The school enhances pupils' confidence with sporting and enrichment activities.  
(Year 1 and Year 3 parent)*

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*My children love going to school each day. Staff show commitment, passion and dedication, and ensure they provide a fun, quality education for everyone.  
(Year 4 parent)*

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**OUTSTANDING** in every way...

Rated by Ofsted in 2017

'first class education... a remarkable school'



## The School Day

The school day runs from 8:40am - 3:10pm

8:40	Doors open—Meeting and Greeting
8:55	Registration
9:00	Morning session 1
10:30 - 10.45	Break (KS1)
10:45- 11:00	Break (KS2)
10:45	Morning session 2 (KS1)
11:00	Morning session 2 (KS2)
12:00	Lunch
1:00	Afternoon Sessions
2:45	Whole school assembly (Monday, Wednesday and Friday)
3:10	End of School—Smiles & Bye Byes!

All children are registered in the morning and afternoon. Please make sure your child arrives at school on time.

### Nursery Times

Newdale Nursery is open from 7.45am till 6pm. Within these times, we offer a range of sessions to suit individual needs which include breakfast, lunchtime wrap-around care, after-school care, short and full days. The session times for children who access term-time funded 3 year old care are: (morning) 8.30 - 11.30, (afternoon) 12.20 - 3.20.

The nursery takes children from 2 years of age. 'Talking Twos' (Government-funded nursery education for 2 year olds) is available for eligible children the term after their second birthday.

### Extended School Day

Breakfast Club operates daily between 7.30 a.m. and 8.40 a.m. in the school hall. Our Treetops After-School Club is open from 3.10 p.m. - 6.00 p.m.

### Absences

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone in the first instance. The office will call you on the first day of absence if you do not. This absence constitutes an authorised absence. A note will be required from you on your child's return.

### Arriving in School

Children should arrive in school from 8:40 am. A member of staff will be present on the playground. Once children are in school, they should remain there to ensure their safety. Gates will close at 9.00 am.

### Late Arrivals

If you arrive after the gates have closed, you should enter via the main reception area and report to the office to be entered into the "Signing in and out book" in order for the register to be complete. It is the parent's responsibility to ensure that children arrive on time. Registers are taken at 9.00 am and close at 9.30 am. Any child arriving after 9.30 am will be recorded as "unauthorised absence" in the register.

Lateness will be monitored by the school's Education Welfare Officer. If the issue is persistent, then this will be followed up by a telephone call, letter or home visit to parents. See page 23 for further information about attendance.

### Morning Break

Key Stage 1 children are provided with free fruit at break times as part of the Government Free Fruit Scheme. Children in Key Stage 2 may bring in their own fruit or purchase a healthy snack from our tuck shop. Sweets and chocolate are not allowed during playtime.

### Lunchtimes

Children in Reception and Key Stage 1 are now entitled to a free hot school meal under the Government Universal Infant Free School Meal scheme. We have a large lunchtime supervisor team who are first aid trained and who receive regular training in their role throughout the year.

### Leaving School Early

Children should only leave early under exceptional circumstances and parents need to gain permission prior to this happening. The office will need copies of all medical appointments to keep on file. Whenever possible these appointments should be made after school.

### Ending the School Day

Teachers are available at the end of the school day to discuss any questions parents may have. Children should be collected promptly at 3.10 pm and either the class teacher or the office must be informed if they are going home with anyone else.

### Homework

All of our children are encouraged to complete homework. The activities include reading, writing, spellings, mathematics and topic linked work depending on the year group. Children will be encouraged to spend some time at home following up work or completing tasks set by the teacher. Most of the time your child will be able to complete the work on their own, but there will be times when they will need your help.

When pupils reach Year 5 and 6 there is an increased amount of homework to prepare our children for secondary school.

### Charges for school activities

Where an educational visit is arranged which is central to the work of the class/year group etc., a proportion of the cost may be met by seeking voluntary contributions from parents. No child will be excluded from such a visit for failure to make such a contribution.

Residential visits of an educational nature shall be planned and take place providing that the cost is covered by voluntary contributions from each participating child. Such visits shall be optional and normal schooling will be provided for those children not taking part.

We follow Local Authority guidance / draft policies on charging, details of which are available from the school office.

### Security

We take the security of everyone on the Newdale site very seriously. Daily checks are carried out as well as half-termly full site surveys carried out by the Head Teacher and/or Site Manager. We adhere to Telford and Wrekin policy and procedure and are very quick to react to any maintenance issues that arise.

### Safeguarding

At Newdale Primary School and Nursery, we recognise that your child is your responsibility and their safety and wellbeing your concern. We wish to work in partnership with you, and we will share successes with you, and discuss with you any concerns that we may have.

Since your child's welfare is also our first priority, there may be rare occasions when our concern for your child means that we have to consult other agencies. We will endeavour to contact you in the first instance and share our concerns and, where possible, seek your consent to a referral being made to Children's Social Care (Family Connect). However, this will only be done where we believe that such discussion will not place your child at further or increased risk of significant harm. The welfare of the child will be paramount and will override any other considerations where we consider that to be the case.

The procedures we follow are those laid down by the Telford & Wrekin Safeguarding Children Board. The school has adopted both Child Protection and Anti Bullying Policies for the safety of all.

If you would like to know more about our procedures or the policies, please speak to the Head Teacher or a Designated Person for Child Protection who are Miss Cook (Head teacher), Mrs Powell (Inclusion Manager), Mrs Bishton (Deputy Headteacher) Miss Clay (Teacher) and Miss Newport (Teacher).

# Our School Curriculum

## Equal Opportunities

At Newdale our aim is to provide equality of opportunity for all members of the school community, regardless of age, socio-economic group, gender, race or ability.

We believe that children learn best when they are given a 'real' and exciting context for learning. We make links across the curriculum so that children apply skills they have learnt in one area to another. We develop independent thinkers and learners from the Early Years Foundation Stage (EYFS) and strive to build on this over the following years.



## Curriculum at Newdale

Here at Newdale, we feel passionate about learning at every level. We aim to create a sense of resilience, independence and resourcefulness in all our pupils. Our children are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active and involved in their learning enables them to achieve to their highest potential, not only in academic work but also as artists, sportsmen and women, scientists, writers, decision-makers, creative thinkers and responsible citizens.

Alongside the traditional lessons here at Newdale, we also guide our pupils to learn the skills of critical thinking, reasoning about problems, creating solutions to problems set in real life, confident speaking to others and working collaboratively. In accordance with Government recommendations, we deliver lessons in line with the New National Curriculum. Throughout the academic year, we continue to review and improve the curriculum offered to our children here at Newdale.

We value the contributions of parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through curriculum letters, our school website and homework and are positively encouraged to become involved. A short guide to how we teach each subject is below or, for more information, please see your child's class page on our school website.

## Early Years Foundation Stage (EYFS)

We provide indoor and outdoor opportunities so that children can flourish and develop a sense of achievement through learning. Our aim is to make learning a pleasurable experience both within school and at home. Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

In the term prior to their entry, pupils will be invited into school for visits followed by an induction meeting for children and parents. This will help them become familiar with the surroundings and routines of school. During this period, there will be a meeting for parents / carers to discuss our partnership with you and talk about any worries you might have, and an opportunity for you to work in class with your child.

A happy start is important for a successful school career. The EYFS is grounded in active learning provided by exciting indoor and outdoor opportunities. Through practical activities, purposeful play and talk pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents / carers can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

The EYFS curriculum develops children's personal, social and emotional well-being; promotes positive attitudes and dispositions towards learning; provides opportunities to develop social skills and physical and creative development as well as developing language and communication, reading and writing, numeracy and knowledge and understanding of the world.

During the Reception Year there will be information evenings about the curriculum in school together with ideas about how you can help your child at home. We do hope that you attend as many of these sessions as possible.

## Writing

At Newdale, we use a wide range of techniques to ensure that our pupils are fluent and confident writers. We aim to provide the skills for children to write expressively for a range of different purposes, such as to persuade, to inform and to entertain differing audiences. Techniques such as drama, role play and the inclusion of contextual learning, all help our pupils to succeed. We encourage our children to believe that they can achieve, so teachers guide and instruct them in ways in which they can become better writers. This is done through sharing of assessments of their writing, agreeing targets for them to achieve, sharing and co-writing success criteria and modelling peer/ self-assessment throughout the school. We also have a set of non-negotiable writing targets to be met by every year group. We believe that the non-negotiables give children and parents a greater understanding of what the children's writing should look like at a particular age.

We not only focus on the content of the writing produced, but also the spelling and grammar. Spelling and grammar rules are embedded not only in Literacy lessons, but across our curriculum as a whole. We send individualised spellings home on a weekly basis and children are encouraged to write using Nelson Handwriting, which is practiced throughout the week. For more information, please see your child's class page.



## Reading



We love reading at Newdale! We aim to share our love of reading with all our pupils and encourage them to choose books which are interesting and enjoyable. All children at Newdale are asked to continue their reading at home. It is expected that children will read at least three times a week as part of their homework and this is recorded in their home - school communication books. Guest authors are regularly invited in and hold workshops with different classes. Guided Reading takes place daily throughout

Newdale and focusses on a wide range of texts. Teachers plan and deliver sessions which focus on key questions to challenge children's ideas about a text and develop their abilities to deduce, infer and predict what may happen next. To find out which exciting text your child will be reading, please see your child's class page.

## Phonics

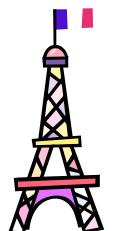
At Newdale, our phonics programme is underpinned by the Letters and Sounds programme. Children are taught at a stage appropriate to them and this allows them to understand how the sound of each letter (phoneme) links to the way in which that letter is written (grapheme). In EYFS (Reception) and Key Stage One, all pupils take part in a daily phonics session, building on and extending their knowledge. They are taught to blend words together and read/ spell tricky words, which are the ones we cannot sound out. In Key Stage Two, our pupils have a daily spelling session following the Read, Write Inc. spelling scheme. This is a robust and systematic programme which reflects the requirements of the New National Curriculum. Every child is given a spelling list that is sent home in preparation for a spelling test later in the week. To read more about how Phonics is taught at Newdale, please see the Phonics at Newdale Policy on the School Policies page.

## Computing

Computing is taught throughout Newdale, across all lessons both as an aid to learning and for the skills needed to use different programs. We believe that computing is a pivotal part of our curriculum and due to this, we invest heavily in providing up to date equipment and programmes that our children can use. Newdale is a well-equipped school; every class base has individual laptops and a suite of iPads. We are also fortunate to have a variety of cameras and digital recording equipment. Height adjustable, top of the range interactive whiteboards are used in all classrooms to support teaching and learning. To find out more about what your child is learning in Computing, please see their class page.

## Modern Foreign Languages

Here at Newdale we are lucky to have our own specialist French teacher, Mrs Lefroy. Every week pupils in Key Stage Two take part in a French lesson; learning the language



and the culture of France. The teaching involves a balance between spoken and written skills, ensuring that children are having fun whilst learning through interactive activities like games and songs. Children in Key Stage One are given a 'flavour' of what is to come in Key Stage Two as French language is embedded through daily routines by their classroom teacher e.g. taking the register in French.

### Mathematics

In order to teach our children to be confident and capable mathematicians, we use a range of teaching strategies. We embed guidance from the Government on 'mastery' teaching in our daily lessons to ensure that children have a depth of learning which in turn, allows them to apply their mathematical knowledge in a range of contexts. We teach our children a wide range of written and mental strategies to solve calculations and real life problems. Our aim is for them to be able to confidently choose the most efficient method when solving problems or calculating the answer to a question. We make maths contextual and help our children to see that maths is all around us, in everyday life. Enrichment and extension lies at the heart of our teaching and we use opportunities such as maths challenge days to fulfil this. We also have a set of non- negotiable maths targets to be met by every year group. We believe that the non - negotiables give children and parents a greater understanding of what the children's mathematical knowledge and skills should be at a particular age. Our calculation policy sets out which methods are taught in Newdale and shows how your child will progress in their calculating of addition, subtraction, multiplication and division. To find out more about how we teach mathematics, see your child's class page. To read our current calculation policy, please see the School Policies page.

### Science

Science is another of our passions here at Newdale and we make sure that we share this with all our pupils! We regularly hold science-themed weeks and invite mad scientists in to work alongside us. We actively encourage children to be curious, ask questions and design investigations to solve real life problems. Our children learn about space, our bodies and changes which happen in the natural world. To find out more about the topics your child is learning in science, please see their class page.



### History

We believe that a developing understanding of ourselves comes from a greater understanding of our past. History is vital to this and our teaching staff ensures that our children are excited and engaged in their learning of the past. Newdale is incredibly lucky to be situated in such a historically rich area as Telford. We aim to bring history alive through our teaching and do this by using living museums, artefacts, trips out and experience days in school. To find out more about which aspects of History your child is learning about, please see their class page.

### Geography

It is our aim that all children at Newdale will understand where they are in the world and how they are linked to other places. We wish to celebrate the similarities between ourselves and others, not only in our locality but across the world. Our local environment is studied in depth across the key stages and we enhance their learning by taking them on trips to study locations further afield. Geographical enquiry is carried out inside and outside the classroom, using maps, photographs and ICT. To find out more about our teaching of Geography, please see your child's class page.

### Forest Learning

All children in the Children's Centre, Reception and Key Stage 1 take part in exciting and motivating Forest Learning Sessions. Each week, in all weathers, children visit the Forest Learning Area within the school grounds which gives fantastic opportunities to learn in a natural setting.

Forest Learning uses the outdoor environment to help all children learn in all areas of the Early Years Foundation Stage Curriculum. Children are encouraged to develop independence skills, social skills, improve their decision-making and raise their self-esteem through small achievable tasks which they really enjoy!

In Forest Learning Sessions children are encouraged to make choices and follow their own learning.

### Religious Education

At Newdale, we encourage our children to learn from religion, as well as about it. We hope our children develop a greater understanding of their own beliefs and the beliefs of others. A range of teaching resources are used to help our learners to enjoy working in a relevant and meaningful way. In addition to this, we also celebrate major festivals and share stories found in other cultures. Assemblies are used to provoke thought and reflect upon the lives we and others around us lead. To find out more about our teaching of Religious Education, please see your child's class page on our school website.

### Spiritual, Moral, Social and Cultural (SMSC) education

We offer a rich and varied curriculum that covers all aspects of SMSC.

It is a critical aspect of learning in a developing child. It helps them to grow and develop as an individual, a member of their immediate family and as a member of their wider community. We work hard to ensure that children are fully aware of, and proud of, their own culture. We also ensure children are aware of the similarities and differences of cultures elsewhere in their own local community, nationally and globally.

The themes covered include stereotyping, e-safety, friendships and celebrating ourselves. The SMSC curriculum underpins all of the work which we do at Newdale, as we aim to encourage our children into being resilient, independent and resourceful.

There is a lot of information on our website linked to our SMSC offer including parent support sheets linked to our 'value of the month'.

### Physical Education and Games

Here at Newdale, we are passionate about nurturing the sportsmen and women of tomorrow. The children have a minimum of 2 hours of Physical Education each week, which takes the form of Gymnastics, Dance, Swimming and team games. Sports coaches are used to come in and teach specialist skills to the pupils on a regular basis. The teaching of swimming is a high priority at Newdale and we aim that all children should be able to swim 25m by the time they leave us to go onto Secondary School. Our sports activities extend into a range of extra-curricular clubs, such as Gymnastics, Football, Netball, Street Dance, Dodgeball and Tennis. To find out more about our teaching of Physical Education, please see your child's class page or the PE page. To find a list of extra curriculum clubs (including non-sporting ones) please see the School Clubs page.

### Art and Design



A vibrant, colourful atmosphere where children's art work is celebrated is one of the features of our school. Our budding artists are fortunate enough to be able to work with a range of visiting artists working with pottery, textiles and sculpture. Each Year group focusses a topic of work on a chosen artist and creates art inspired by them. Key skills and techniques are taught to pupils, who build up sketch books during their time with us. To find out more about our teaching of Art, please see your child's class page.

### Design and Technology

Design and Technology (DT) teaching at Newdale is an important part of learning about real life. We deliver engaging lessons set in real life contexts and allow our pupils to explore, make and create. The use of computing helps our children to become confident in DT, as well as learning about cooking and nutrition and sewing. To find out more about our teaching of DT, please see your child's class page.



### Music

We understand the importance of children becoming talented musicians here at Newdale. Children partake in carefully planned sessions where they have the chance to learn how to play instruments, listen critically to pieces of music, compose music and perform in front of an audience. Performances of music we have created are delivered to parents and the rest of the school and we sharpen our singing voices in weekly singing assemblies for Key Stage One and Two. We also have a school choir and enjoy taking part in events such as Young Voices. Our end of Year performances

and Nativities are a highlight in our school calendar. To find out more about our teaching of Music, please see your child's class page.

## **Special Educational Needs & Gifted and Talented Children**

The Head Teacher has overall responsibility for pupils with Special Educational Needs, with the Special Needs Co-ordinator (SENDCO) monitoring learning support for children.

All children are assessed in relation to their needs. Children may then receive extra support, related to those needs. Pupils' progress is regularly assessed, every half term, with regular feedback to and discussion with parents. Children may be referred to the Learning Support Advisory Teacher or other professionals for further assessment. On their recommendation, they could be referred to the Educational Psychologist which, depending on need, may result in the provision of an Education Health Care Plan (EHCP).

We aim to make the whole curriculum available and appropriately challenging for all children with special needs by giving extra support. Those needs may be physical / medical, learning support, behavioural, or the needs of able / gifted children.

For more able and / or talented children, (the highest attaining 5 to 10 percent in each year group), this support will range from increasing the challenge of work, specialist teaching input, working on curriculum programmes for older children, working with older children and specialist coaching / teaching, e.g. in sport, art or music. Additional opportunities for subject specific educational visits may also be offered to these children.

Children receiving extra support may work in small groups alongside a Teaching Assistant. Such groups may cater for a range of needs, according to children's ages, including:

- Daily literacy and numeracy support programmes.
- Daily 'Fun with Movement' sessions to develop fine and children's physical skills.
- Daily Social Skills groups.

Parents wishing to discuss arrangements for learning support should, in the first instance, contact the Head Teacher.



The school has an Accessibility Plan which aims to increase the extent to which disabled pupils can participate in the school curriculum; improve the physical environment of the school and increase the extent to which disabled pupils can take advantage of education and associated services.

# Attendance

## Holidays in Term Time

### Guidance Notes for Parents requesting Leave in Term Time

1. Parents wishing the school to consider granting leave of absence in school term time should read these notes carefully and then complete and send to the Head Teacher the "Request for Leave During Term Time" form. This form should be sent to the school in time for the request to be considered **well before** the desired period of absence. Parents are strongly advised not to finalise any holiday booking arrangements before receiving the school's decision on their request. In any event, the request form must be received by the school at least four weeks before the departure date to allow sufficient time for appropriate consideration.
2. The granting of leave of absence in school term time is, by law, a matter for consideration and decision by the school. There is no automatic right to any leave in term time. The Department for Education (DfE) and Telford & Wrekin Local Authority (LA) policy is that family holidays should not be taken in school term time. Where such requests are made, for the leave to be granted, the Head Teacher should decide if there are **exceptional circumstances**.
3. Each case will be considered individually and on its own merits. Parents need, therefore, to consider very carefully before making any request for leave of absence the demands of the National and wider School Curriculum especially at the Key Stage assessment stage. In considering a request, the school will take account of: -
  - the **exceptional** circumstances stated that have given rise to the request;
  - the age of the child;
  - the stage of the child's education and progress and the effects of the requested absence on both elements;
  - the overall attendance pattern of the child;
  - the nature of the trip.
  - students/pupils on examination courses or due to take SATS will **not** normally be granted leave of absence.
4. Where parents have children in more than one school, a separate request must be made to each school. The Head Teacher of each school will make their own decision based on the factors relating to the child at their school. It is possible that because of these factors different decisions may be made. It is hoped that if this situation arises parents will be persuaded to accept the reasons for refusal given and, thereby, withdraw any other requests.

5. Where requests for a grant of leave of absence are received from only one parent the response letter - agreeing or refusing - will be either addressed to both/all parents where they live at the same address or to each where they do not. This is to ensure, particularly in the case of a refusal, that both or all 'parents' are fully aware of the consequences of ignoring a refusal as the refusal letter clearly states that each parent will receive a penalty notice.
6. Should the school decide to grant leave of absence but, the child **does not return to school at the time s/he was expected to** (i.e. following the expiry of the granted leave of absence period) and, no information is available to the school to explain/justify the continuing absence or, make known the whereabouts of the child, **his/her place at the school could be lost.**
7. Should the School decide **not to grant leave of absence** and parents still take their child out of school, the absence will be recorded as **unauthorised** which may be subject to a Holiday Penalty Notice fine of £60 per parent per child. This fine will increase to £120 if not paid within 21 days. Failure to pay the £120 fine within the period 22 to 28 days may lead to Court proceedings.

### Other absences

#### Lateness

Children who arrive after the close of registration (9.00 am) will be recorded as late. Lateness is monitored very carefully by the Educational Welfare Officer.

## **Admission arrangements**

As our Admissions Authority, the Local Authority (Telford and Wrekin LA, [admissions@telford.gov.uk](mailto:admissions@telford.gov.uk)), coordinates our admissions. All requests for Reception children (four and five year olds) places are coordinated by the LA.

Parents of Nursery age children apply for a Reception place on-line through the Local Authority (LA) website by the middle of January (around 15<sup>th</sup>) of the year their child is due to start school. The website will inform parents of the catchment school and will allow you to select a first, second and third choice Primary School for your child. Allocations are made by the Local Authority and parents are informed during the Spring Term. The LA determines the allocation of Reception places based on factors such as children in care, children with brothers and sisters already in school and children with the shortest walking route to school. More details are available from school or the LA.

For admission to all other year groups, the school will admit children up to the class number limit, after which the class will be deemed full (30 children per class). Ensuring a successful start to school is a partnership between parents, pre-schools, schools and the Local Authority. All children must, by law, receive full-time education from the start of the term after their fifth birthday. All children are entitled to start in a Reception class in the September after their fourth birthday. Children do not have to start school in September if it is felt that they are not ready. Parents will also have the opportunity for their child to remain in nursery provision until the beginning of the Spring (January) or Summer (April) terms in the year in which they are due to start in the Reception class. It will, however, be necessary for parents to confirm their preferred start date in the Reception class in advance, when they receive their allocated school place from the Admissions Team. However, the statutory school age, by which a child must start school, will remain as the beginning of the term after their fifth birthday. For some children this could mean that they do not reach the statutory age for starting school until the September after their fifth birthday. Parents should be aware that if they choose to delay a child's entry to school until the following September, the child would go straight into Year 1 rather than Reception. A Reception place cannot be held open for the whole school year and a family would have to reapply for a Year 1 place and the year group may already be full.

### **SEND and children with disabilities**

#### **Arrangements for the admission of pupils with disabilities**

Admissions arrangements for students with any disability are the same as those for any other student in the School or Local Authority. The School admission criteria can be obtained from the Telford & Wrekin website [www.telford.gov.uk](http://www.telford.gov.uk) .

However, students with a specific statement of Special Educational Needs are required to be admitted if the School is named subject to relevant legislation set out in Schedule 27, paragraph 3 of the Education Act 1996.

Consideration is also given to other factors e.g. that the School can provide sufficient trained staff, appropriate facilities and the financial support to ensure pupils full and positive integration into the school.



## **Details of steps to prevent disabled pupils being treated less favourably than other pupils**

If necessary, pupils are supported within the classroom and our aim is to ensure that no student with disabilities is treated less favourably than any other students. Options available:

- Fully inclusive education with in-class support where necessary.
- Differentiated work.
- Escorted where necessary.
- Very effective Pastoral system.

## **Details of existing facilities to assist access to the school by pupils with disabilities**

Newdale Primary School and Nursery is fully accessible to disabled students. Our facilities include:

- Automatic entrance doors at the front of the building.
- Single level with access ramps. One set of stairs which can be avoided.
- Teaching Assistant specifically employed when necessary.
- Designated staff to ensure children are assisted in the event of an evacuation.

## **The accessibility plan (required under the Disability Discrimination Act 1995) (DDA) covering future policies for increasing access to the school by pupils with disabilities**

Newdale Primary School and Nursery has a DDA accessibility plan which is available to view on our website.

## **Information about the implementation of the Governing Body's policy on pupils with Special Educational Needs (SEND) and any changes to the policy during the last year.**

Most students with SEND are supported in the classroom. Occasionally, if specific needs are identified which cannot be met in a classroom situation, students will be withdrawn from an agreed part of the timetable to be given support for these particular identified needs.

Specialist Teachers, the Educational Psychologist, Learning Support Teachers and the Behaviour Support Service all provide regular input for the students, the staff in the department and for the whole school.

Prior to a student's transfer to Newdale Primary School and Nursery, a well-established protocol ensures that students with SEND are identified and that parents / carers and pupils have the opportunity to meet the SENDCO and discuss any concerns they have.

The school SEND Policy is regularly reviewed. A full copy of this policy can be obtained by contacting the school office or via our website.

## School Performance Data

Below is our assessment data that we use to evaluate how well our school is performing.

Department for Education

The Department for Education publishes a wide range of data about our school. Information on test data, children's progress, our intake and a range of other figures can be accessed [here](#).



### 2018 - 2019 Statutory Performance information summary.



2018 - 2019 EYFS and KS1 Performance Data	Newdale Primary School and Nursery	Telford and Wrekin	National	Difference to National
Children achieving a Good level of Development (GLD) at the end of EYFS (Reception year)	72%	71%	72%	=
Phonics Year 1	86%	Awaiting confirmation	85%	+1%
Key Stage 1 Reading at Expected standard.	83%	75%	75%	+8%
Key Stage 1 Writing at Expected standard.	77%	71%	69%	+8%
Key Stage 1 Maths at Expected standard.	80%	<b>76%</b>	76%	+4%
Reading, Writing and Maths combined at expected standard.	73%	Awaiting confirmation		
Key Stage 1 Reading achieving greater depth	33%	Awaiting confirmation		
Key Stage 1 Writing achieving greater depth	28%	Awaiting confirmation		
Key Stage 1 Maths achieving greater depth	33%	Awaiting confirmation		
Reading, Writing and Maths combined at greater depth standard.	17%	Awaiting confirmation		

2018-2019 Key Stage 2 performance information	Newdale Primary School and Nursery	Telford and Wrekin	National	Difference to National
% achieving the expected standard of attainment in reading, writing and maths.	83%	64%	65%	+18%
% achieving a high level of attainment in reading, writing and maths.	12%	Awaiting confirmation	11%	+1%
% achieving the expected standard of attainment in <b>reading</b> .	88%	74%	73%	+15%
% achieving a high level of attainment in <b>reading</b> .	42%	Awaiting confirmation	27%	+15%
% achieving the expected standard of attainment in <b>writing</b> .	88%	78%	79%	+9%
% achieving a high level of attainment in <b>writing</b> .	27%	Awaiting confirmation	20%	+7%
% achieving the expected standard of attainment in <b>GPS</b> .	92%	Awaiting confirmation	78%	+14%
% achieving a high level of attainment in <b>GPS</b> .	63%	Awaiting confirmation	36%	+27%
% achieving the expected standard of attainment in <b>maths</b> .	93%	79%	79%	+14%
% achieving a high level of attainment in <b>maths</b> .	27%	Awaiting confirmation	27%	=
% achieving the expected standard of attainment in <u>science teacher assessment</u>	93%	Awaiting confirmation	Awaiting confirmation	

2018-2019 Key Stage 2 performance information	Newdale Primary School and Nursery	Telford and Wrekin	National	Gap to National
Average progress in Reading	2.00	-0.15	0	+2.00
Average progress in Writing	0.9	-0.11	0	+0.9
Average progress in Maths	0.6	-0.42	0	+0.6
Average scaled score in Reading.	107	Awaiting confirmation		
Average scaled score in Mathematics.	106	Awaiting confirmation		
Average scaled score in GPS	110	Awaiting confirmation		

We compare very favourably to National expectations. We are particularly proud of the huge amount of progress that our pupils made during their time at our school.

The Government have now requested that all schools in all year groups assess without levels. We have a new system in place which looks at where children are in their development compared to children of a similar age nationally. This system reports on children as *Entering, Developing and Secure* in each age group band.

## **Additional Information**

### **Secondary Transfer**

We feed into many different secondary schools and do all we can to ensure smooth transitions. Our pastoral team provide extra support for children who may find transition difficult. Parents/carers of Year 6 children are given the Education Authority's information regarding making choices for Secondary Schools in the Autumn Term. During the Autumn term a pack from the Local Authority is given to each Y6 child giving information about Secondary School's open evenings when parents and children may go along and view the school and ask any questions they may have. Parents/carers are then required to apply on-line to identify their choices of Secondary Schools in order of preference.

Allocation of places is made by the Local Authority and any appeals regarding allocation of Secondary Schools need to be made directly to Telford & Wrekin Education Authority. Good transition processes are in place with the local secondary schools.

Year 6 children spend two days in the Summer Term before they leave attending their allocated Secondary Schools.

### **School uniform**

At Newdale our school colours are navy blue, black and grey. We request children wear a navy jumper / sweatshirts / cardigans and grey or black skirts / pinafores or trousers. In warmer months, blue gingham dresses / black or grey smart shorts can be worn. All children need to wear sensible shoes (no heels or trainers please). In the colder weather, girls are permitted to wear black, navy or grey tights.

For P.E. children need black or navy shorts, jogging bottoms and a white t-shirt. They also need trainers and a jumper / fleece for outside P.E.



### **Baker and Sons**

School uniform is available from Baker and Sons in Wellington town centre, opening hours are;  
Monday to Saturday 9.00am- 5.00pm  
Website orders are also available, please follow the link below.

<http://www.bakerandsonschoolwear.co.uk/product-category/your-school/newdale-primary-school/>

### **Jewellery**

The only items of jewellery (unless for religious reasons) that are considered appropriate for school are watches, and studs or sleepers worn in pierced ears.

### Lost property

Naming all items of clothing reduces the risk of anything being mislaid! Please name all items of children's clothing. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If your child has lost something, then please check in their classroom first, then check in the lost property box.

### Healthy Eating

The school promotes a healthy eating policy and a hot meal is available each day, which usually includes fresh fruit and salads. Payment for meals should be made on Mondays, weekly or half-termly. You can pay by cash or cheque. Cheques should be made payable to Telford & Wrekin Council. Please send the correct amount in a sealed envelope with your child's name and class on and place in the post box on the wall outside where the children are dropped off for school each morning. This box is emptied daily and the money delivered to the kitchen. Children may bring sandwiches for lunch. Parents of children entitled to free school meals may collect an application form from the school office. All applications are treated in strictest confidence. At break time free fruit is available to children in Key Stage 1. Children in Key Stage 2 may purchase fruit from our daily tuck shop at break time. Additionally children can bring fruit from home to eat. Free school milk for Key Stage 1 is available on Tuesday and Thursday each week.

### Water Policy

At Newdale we understand the need for children to drink water regularly. Drinking water is available in every classroom and water fountains are available throughout the day and break times.

### First Aid

Simple first aid is given at school when necessary with parents informed via a phone call where appropriate or a slip home. If an accident needs hospital attention, we make every effort to contact you first. Please ensure emergency contact information from you is up-to-date so that you can be contacted.

### Medical information

School needs to be regularly updated about any medical needs of your children.

### Medicines

Cough sweets/throat pastilles are not acceptable in school as children can choke on these. If any child requires medicine prescribed by their GP, then the parents / carers must sign a specific medical consent form available from the school office. Children who need an inhaler must carry this with them at all times. If any child needs an EpiPen, then they will have ready access to this at all times. Many members of staff are trained in basic first aid and the use of EpiPens. A medical consent form must be completed.

**No medicines are kept by the teachers in the classrooms (except EpiPens) - and nothing will be given by mouth to any child.**

### Head Lice

Head Lice can be a real problem in schools. Advice on treatment is available from the Learning Mentor if necessary. Please note that the school is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavour to keep parents / carers informed if there is an outbreak.

## Positive behaviour

### The S.M.A.R.T. code

1. **Speak** politely and listen carefully.
2. **Make** school enjoyable for everyone.
3. **Act** safely.
4. **Respect** and care for others.
5. **Tell** someone your worries.

With our **SMART** code, we encourage positive behaviour in school. Our approach is look for and reward positive behaviour in line with our rewards policy. We actively encourage children to praise each other. This includes praise from adults and may include presentation of stickers and certificates, culminating in regular awards assemblies. We are proactive in supporting good behaviour, for example we use 'Circles of Friends' and 'Buddies' to help children develop the skills to help each other with social skills. Our School Council supports our principles of involving children in how our school operates.



If behaviour is unacceptable, there are a range of sanctions including loss of 'free time', (play/lunch break). For more serious or persistent challenging behaviour, parents will be informed and consulted with the use of various behaviour monitoring systems.

The use of physical intervention is rare and is, wherever possible avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting him / her self or others. Any intervention used will always be minimal and in proportion to the circumstances of the incident. There is a school policy on the use of Physical Intervention.

### Parents in Partnership

We welcome parents and carers into School believing we are partners in the education of your children. If you are ever able to help, especially on a regular basis, please contact your child's teacher. Police checks and DBS checks are carried out on all adults helping in school.

Parental responsibility is set out by the Pupils' and Parents' branch of the Department for Education as follows:-

*"Parental responsibility extends beyond securing regular school attendance. Parents should ensure that their children arrive at school on time, properly attired and in a condition to learn.*

*Furthermore, they need to see themselves as partners with schools in the education of their children. This means instilling in their children a respect for education - and for those who deliver it. Parents should also impress upon their children the need to observe schools' codes of conduct and reinforce this through discipline in the home."*

### Communication with parents / carers

The school communicates with parents / carers in various ways e.g. newsletters, text messaging service, questionnaires, parents' consultations and informal evenings. Information is also available on our website (<http://newdaleprimary.taw.org.uk>).

Parents / carers are invited to a range of events: assemblies, Parents' Evenings, Open Evenings, Sports Days, Family Lunches and training courses.

### School Complaints procedures

Matters regarding the school curriculum or religious worship should be addressed in the first instance to the Head Teacher who will be able to provide you with further details and hopefully clarify any issues or questions you may have.

For all other complaints or concerns, parents (and others) are encouraged to raise them initially with the Head Teacher who will be able to discuss them either there and then or at a mutually agreed time. Should it not be possible to resolve any complaint or concern satisfactorily in this way, the complaint should be put in writing and sent or given to the Head Teacher. If you would like assistance in setting out your complaint the school will, if asked, help you to do this, facilitating access to translation services where necessary. The school then promises to deal with your complaint as follows:

- formally acknowledge it within five working days;
- tell you the name and telephone number of the person looking into your complaint;
- respond within twenty school working days or if it is not possible to give you a complete answer, tell you what is being done to investigate and how long it is expected to take;
- tell you if it has to be dealt with under a special procedure.

If you are not satisfied with the outcome of your complaint you can write to the Chair of Governors, c/o the school, who will arrange for the Governing Body to consider what you have to say.

Should you still not be satisfied and want to take the matter further you will be informed who else you can write to at that stage.

Please refer to our policies page for more information.





Year 6 children having fun at Arthog



Children enjoying an exciting school trip at the Think Tank Birmingham



Termly family lunch event



Visit from Wizard Theatre Company

### **School Video**

An easy way to find out more about our school and community offer is to log on to our website <https://newdaleschool.org.uk> and take a look at our promotional video on the front page.

## Contact us



Newdale Primary School and Nursery  
Marlborough Way  
Newdale  
Telford  
TF3 5HA  
Tel: 01952 387720

Website: <http://newdaleschool.org.uk>