

WESTLANDS COMMUNITY PRIMARY SCHOOL

Email: admin@westlands.essex.sch.uk

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- The School Motto -

Together Everyone Achieves More

Head Teacher: Mrs. G. Bennison

Chairman of Governors: Mr. G. Norton

Status and Character:

Community Primary School
(Infant and Junior boys and girls, aged 4 - 11 years)

Number on Roll at November 2013: 431

Number intended to admit during Academic Year 2014/15: 90

The Admission arrangements are in accordance with the Education Authority's policy, as set out in the booklet entitled 'Primary Education 2013/14' available at the School or Local Education Office. All children are to be admitted full time in September.

WESTLANDS SCHOOL BROCHURE was correct as at the time of printing. It is possible that recent changes in School will not have been recorded. The contents of this brochure and other information, including a diary of events for the term and the latest newsletter, may be viewed on our website at – www.westlands.essex.sch.uk

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Dear Parents/Carers,

Welcome to Westlands Community Primary School.

'Westlands is a good school with outstanding features' (Ofsted 2011).

Westlands School is a larger than average three form entry primary school with unrivalled facilities and accommodation including two halls, a music room, a nurture room and a very large all-weather pitch which was installed to a Premiership football club standard.



We are very fortunate in having a spacious school site and this has been enhanced considerably by an Adventure Playground, attractive Petal Shelters, a beautiful Wildlife Garden and a large allotment area that is managed by our gardening club. All these facilities support the curriculum we offer at Westlands.

There is a privately run nursery (Beaches Pre School) and a privately run breakfast and after school club (YMCA) on school site. The school has Healthy School status, a silver Eco Schools award and an International School award.

School security is a priority and the grounds are a very safe place for children to learn and play. We are a school that cares about all those in our community. All the staff of the school, both teaching and non-teaching, are very conscious of their pastoral responsibilities. High expectations and the happiness and well being of the children are priorities.

'The school provides outstanding care, guidance and support for the pupils. There is excellent, well focussed provision for pupils with special educational needs and/or disabilities. The school also caters exceptionally well for a number of other very vulnerable pupils using good and effective partnerships' (Ofsted 2011).

Standards of achievement are very important to us. We put great store by hard work, caring attitudes, honesty, truthfulness, loyalty and pride in ourselves as well as in our school.

As parents, you will, from time to time, have occasion to want to come into school to discuss with me, or a member of staff, some aspect of your child's life at school. On these occasions please contact the school in order that an appointment can be arranged for a mutually convenient time.

You are always welcome at the school, whatever your reasons for coming in. The doors of 'our' school are open to you.

Yours sincerely

A handwritten signature in cursive script that reads 'gabennison'.

Mrs. G. Bennison
Head Teacher

A handwritten signature in cursive script that reads 'G Norton'.

Mr G Norton
Chair of Governors

SCHOOL VISION

Our vision is:

For each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision.

Working together in an honest and respectful partnership is the way forward.

'The outstanding care, guidance and support are evident throughout the school's work and in the positive ethos based on the school motto, Together Everyone Achieves More' (Ofsted 2011)

The vision of a school relates to its aims for the children and the ethos of the environment where those aims are met.

Our aims are simple:

- To work in partnership with parents and governors to offer the best education in terms of knowledge, skills, concepts and relationships.
- To give every opportunity for a wide variety of meaningful and creative learning experiences.
- To develop the skills and talents of the children to enable them to access information, to solve problems and effectively communicate their findings and feelings to others.
- To teach children how to make decisions and, in making these decisions to appreciate and consider the needs and feelings of others.
- To ensure that the children are making appropriate progress at all stages of their educational development and across all areas of the curriculum.
- To create an environment where our children can be stretched to the full extent of their potential and responsibility.
- To create an environment where high standards are the norm and where consideration for others is manifest in our relationships.
- To create opportunities where all can experience the pleasure of acquiring knowledge and the success of mastering new skills and developing new talents within a creative curriculum.
- To create an atmosphere where children have confidence in their abilities and come out of school sensible, respectful, happy and well adjusted.

Discipline within the school relies heavily on the ability of all staff, both teaching and support staff, to develop good relationships with each other and the children, also on the children's ability to exercise self-discipline. Children who feel respected and cared for will respect and care in return and will wish to please teachers and others by behaving in a positive manner.

'Strong relationships are reflected in the outstanding behaviour demonstrated by the pupils in and out of lessons and the ways they care for and help each other during the day'. (Ofsted 2011)

ORGANISATION

'Very good relationships, resulting in excellent behaviour, have a very positive impact on pupils' learning'
(Ofsted 2011).

The children at Westlands School are organised into four teams, Year R (4-5 years), Years 1 and 2 (5-7 years), Years 3 and 4 (7-9 years), and Years 5 and 6 (9-11 years). There are 2 classes in year groups 3 to 6, but the intake was increased to 3 classes from September 2012 making Westlands a 3 form entry school.



Although for the most part children will work in groups or as individuals, they are, nevertheless, a whole school community. An important part of the school experience is learning to live and work with many others who might have very different backgrounds or values from your own.

Teachers work together, planning the curriculum and sharing expertise and experience to the benefit of all the children. There is excellent provision for supporting the children including those with special educational needs, including gifted and talented pupils. This is provided and organised by the Special Educational Needs Co-ordinator (SENCo) who is supported by an Assistant SENCo. Children with quite specific needs may have additional support that is funded by the Local Authority. For further information please contact the school.

The class designations are 'K' (years 5 & 6), 'M' (years 3 & 4), 'S' (years 1 & 2) and 'R' (Early Years), followed by the initial of the teacher's surname (or Christian name when two teachers have the same initial for their surname). Example: Class KW – K Team with Miss Warne.

THE CURRICULUM

'At Westlands teaching and learning are good and this is reflected in the progress made'
(Ofsted 2011).

We offer a broad, balanced and creative curriculum which inspires children to achieve excellence and enjoyment in their learning. We endeavour to generate wide and varied opportunities for academic achievement across all subjects.

We aim to nurture and develop pupils' skills and talents through the breadth and creativity of the curriculum in school and in a wide variety of extra-curricular activities.

Literacy and Numeracy are taught as individual subjects and are also integrated into other subjects. Exciting teaching and learning opportunities are provided through a creative curriculum.

We are very keen to involve parents in their children's learning and the partnership between school and home is a high priority. One of the easiest ways to support children's achievement and attainment is for parents to regularly and consistently hear

them read and support them with their homework. Children are encouraged to take home their reading books and library books to share with their parents.

'Teachers make very good use of new technology in their teaching' (Ofsted 2011).



'excellent work in art and design and music' (Ofsted 2011).

Information and Communication Technology (ICT) is part of the curriculum. Our extensive computer networks, numerous PC's and laptops as well as the interactive whiteboards in all classrooms, enable us to effectively integrate ICT in all curriculum areas. All computers in school are networked and have filtered Internet access.

'There are some very strong opportunities for cultural development through some

The other areas of the curriculum, including Science, History, Geography, Technology, Art, Music, Physical Education, PSHCE (Personal, Social, Health, Citizenship Education) and Religious Education, are planned using a creative cross curricular approach.

Year group topics are adapted to give opportunities for developing creativity, knowledge and understanding as well as learning new skills. We have developed our own detailed planning procedures and format to ensure continuity, progression and differentiation.

We have high expectations of standards in all that we do, including the emphasis that we place on handwriting and the presentation of work.

We also offer a wide variety of extra curricular activities, including clubs and outdoor pursuits. Opportunities for pupil involvement are important in enriching and enhancing individuals and the quality of life within the school.

THE CURRICULAR AIMS OF THE GOVERNING BODY

'Regular monitoring and evaluation of the day-to-day work of the school, by governors, has a positive impact on school improvement through their support and challenge' (Ofsted 2011).

Every pupil is entitled to a broad and balanced curriculum. The Governing Body, in support, regard it as important that all children are able to develop as fully as possible their physical, intellectual, imaginative, creative and spiritual attributes and so achieve their own maximum levels of attainment, maturity and independence.

CURRICULUM ORGANISATION

'Pupils clearly enjoy their learning and this promotes their engagement in learning and the good contributions they make in lessons'
(Ofsted 2011).

The curriculum is planned using the National Curriculum and the Primary Framework for Literacy and Numeracy. Subject Leaders are responsible for the planning, implementation, assessment, monitoring and the resources for each subject area. The assessment of children's progress, achievement and attainment is ongoing throughout each term. End of year test results and teacher assessment are recorded on the Local Authority software package, Target Tracker. The Head Teacher, Deputy Head, Literacy and Numeracy Subject Leaders, and Team Leaders undertake regular lesson observations in all classrooms to monitor learning and teaching standards.



'Outstanding guidance is provided through teachers' feedback to pupils about how they can improve their work'
(Ofsted 2011).

All children throughout the school are set targets for Reading, Writing and Maths. These are designed to help move children to the next stage of their learning and to improve their understanding in Literacy and Maths. All targets are shared with parents, are recorded in the children's books and are renewed each term. Class teachers are always available to give more information to parents about their children's targets.

'Learning support assistants provide teachers with good quality support'
(Ofsted 2011).

Teachers are entitled to 10% non-contact time each week for planning, preparation and assessment (PPA). Learning support assistants cover this release time.

All children sit national tests at the end of Year 6. These tests, SATs (Standardised Assessment Tasks), assess children's abilities against the National Curriculum in Reading, Writing and Mathematics. The results give a level for each subject. SATs are no longer statutory at KS1 (Key Stage 1). Children in Years 3, 4, and 5 undertake optional tests similar to the SATs.

During the summer term in Year 2 the teachers assess children's attainment against National Curriculum Levels using previous Key Stage 1 SATs papers. This supports ongoing Teacher Assessment and the procedure forms part of normal classroom practice. Most Year 2 children will be at Level 2 with some being at Level 1 or 3. In Year 6, the majority will be at Level 4 with some at Level 3 or 5. Assessment booklets are sent home on a termly basis informing parents of the level their child is achieving in line with national expectations.

Throughout the school the children will enjoy studying a range of exciting topics enabling them to develop and refine their academic, social and emotional skills. Pupils will be encouraged to engage fully with cross curricular activities and to develop an enquiring mind.

They will acquire and enhance skills based on all areas of the curriculum. In Lower Key Stage 2 children will be expected to show increasing levels of independence and initiative. By Upper Key Stage 2 pupils will be able to refine their skills and work more independently in preparation for secondary school.

During their time at Westlands, the children will be encouraged to be morally aware and develop relationships with their peers, teachers and other adults that form part of the school community. The children will have a wide range of opportunities to express themselves and develop their creativity and confidence. A variety of after school clubs enhance the curriculum and these, together with educational visits, will extend the children's learning into the wider community.

EARLY YEARS – FOUNDATION STAGE

'The start of the day in Early Years is very positive and children enter the Reception classes happily and ready to learn. A good range of activities is ready for them as they self register and settle quickly into routines' (Ofsted 2011).

Children are admitted in accordance with the School's admission arrangements.



Children will be working within the Foundation Stage curriculum.

The 7 areas of learning are divided into 3 prime areas and 4 specific areas. The 3 prime areas are:

- Personal, social and emotional development
- Physical development
- Communication and language

The 4 specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The initial priority is to encourage and develop a love of school within a friendly, stimulating and safe atmosphere combined with a sense of order and security. Once

children feel 'at home' in the classroom situation and realise the acceptable boundaries of behaviour, the fruitful process of acquiring the necessary skills and concepts required of them can begin.

By the end of their first year with us, many children will have already learnt to read and become familiar with simple number tasks. They will have begun to develop their handwriting enabling them to write simple sentences.

In addition each child becomes part of a large group or class in a range of situations and contexts. Sharing, caring and being responsible for your own actions and arriving at a reasonable level of independence are all achievable aims.

The children will be continually assessed using the Developmental Matters criteria. At the end of the year children will be assessed against the Early Learning Goals. This measures the children's progress in the 7 areas of learning.

**'Parents and carers describe the Early Years staff as 'the bee's knees'!'
(Ofsted 2011)**

KEY STAGE 1

The children will learn to recognise and spell common words and read them in sentences. Their phonic knowledge will be reinforced and developed. They will read and use books for enjoyment and reference and will be encouraged to share and discuss their own reading choices.

Children will write for a range of purposes such as stories, poems, factual accounts and observations. They will learn about the features of these text types as well as developing an understanding of how to make their writing technically accurate and interesting.

The children will be taught joined handwriting and encouraged to use this in all their writing.

Children will learn mathematical language as well as increasing their understanding of numbers and the number system. They will use their numerical knowledge in a wide variety of practical and written activities. The development of mental strategies is a key aspect of every Maths lesson as well as becoming familiar with mathematical reasoning and problem solving skills. In KS1 the children will begin to learn times tables.



LOWER KEY STAGE 2

In the lower juniors, writing will be used for an increasing range of genres, including newspaper reports, stories, poems and non-fiction text types. A breadth of literature and reference material is made available to the children for their interest and enjoyment of reading.

Children will develop their comprehension skills through the books that they read and recognising common features and structures of texts. The majority of children will be expected to join their handwriting with increased accuracy and fluency.



Mathematical concepts are consolidated and previous skills are reinforced. Most children become less dependent on apparatus and are able to work in more abstract terms.

Mental Maths forms an important part of all Numeracy lessons and the children are taught a range of strategies to develop their mathematical understanding.

A range of recording methods are used, including the construction and interpretation of charts and graphs. Children will continue to learn and recall facts from the times tables.

UPPER KEY STAGE 2

By Upper KS2, the children will have been introduced to a variety of reading skills, skimming, note taking and using indexes, and further their individual reading. There will be a greater emphasis on children undertaking their own research. We have a wide range of books, from a variety of reading schemes, as well as class and library book shelves, which ensure children's progression in reading.

We focus heavily on the child's comprehension of a text through regular guided reading sessions and discussions. We encourage this as a regular activity at home as it has proved to have a significant impact on children's reading development. By this stage children will be expected to write with full punctuation, accurate spelling and grammar and a choice of vocabulary. They will have developed a legible cursive script and will present their work with care and pride.

Children will now have developed a range of mathematical strategies and will be encouraged to select and apply the most appropriate methods to solve and explain problems. More specific mathematical language is used. Estimations are still important especially as calculator work occurs. Children are always encouraged to check their work for accuracy. Many strategies for mental maths are established by this stage. Children are expected to be able to recall the multiplication facts to the twelve times table.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

'Pupils with special educational needs and/or disabilities make at least good and, where there are excellent and well-focussed interventions, outstanding progress'
(Ofsted 2011).

We have a part-time SENCo who is supported by an Assistant SENCo. All children recognised as having learning, physical, behavioural difficulties or disabilities are the responsibility of the whole school and will have a differentiated curriculum within the class, devised by the class teacher in liaison with the SENCo and the Assistant SENCo.

All children will have equal access to strategies, facilities and resources according to their individual needs.

The SENCo and Assistant SENCo are responsible for:-

- The day to day operation of the school's SEN policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for children with special educational needs
- Maintaining the school's SEN Profile and overseeing the records of all pupils with special educational needs.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies including the Educational Psychology Service, Speech and Language therapy service and other support agencies, Health and Social Care and voluntary bodies.

The class teacher is the significant person in the initial identification of a child's special needs. Children entering the school with needs already identified by parents or by an outside agency or, if admitted as an older pupil, by their previous school will be brought to the immediate attention of the SENCo/Assistant SENCo.



Children who are making little or no progress despite receiving a differentiated curriculum from the class teacher are referred to the SENCo/Assistant SENCo for extra support. This early identification and support may be the only action needed.

A variety of methods are used to assess the children's progress including observations from teachers, parents, learning support assistants, mid day assistants or external agencies. Further SATs, standardised assessments, entry profiling, work samples, SENCo and teacher meetings will be used to enable staff to measure progress.

All children who have been identified as needing extra support will receive support from the SENCo/Assistant SENCo and a team of learning support assistants as appropriate.

The differentiated curriculum offered to pupils with SEN is appropriate to their needs and in line with the curriculum offered to all other pupils thus giving these children a broad and balanced curriculum.

Meetings with parents are arranged throughout the year to enable them to be part of the supportive process. During these meetings targets are shared and progress is discussed using a Provision Map/Individual Education Plan. Children are involved in reviewing their targets and progress and know who will help them to achieve these.

SEX EDUCATION

Sex education is delivered during Year 5 at Westlands School. Up until this time, any questions that children pose will be dealt with sensitively but without any real reference to sex education.

During Year 5 the sex education module is based round a publication entitled 'Hair in Funny Places' which is used in primary schools throughout Essex. Parents are given the opportunity to view the material prior to its use with the children and can withdraw their child from aspects of sex education that do not form part of the National Curriculum. The school nurse presents the programme and offers the children opportunities to discuss aspects of its contents.



RELIGIOUS EDUCATION

Religious Education is taught as part of the curriculum and an assembly is held every day. Parents have the right to withdraw their children from Religious Education lessons and/or assemblies.

HOMEWORK

At Westlands all children are encouraged to undertake regular homework which can generate a variety of worthwhile learning experiences additional to those provided in school e.g. reading, learning spellings, learning tables and sometimes research related to their year group topic. In addition to homework children should be reading daily at home to parents/carers.

Homework offers a child the chance to become an independent learner and to practise skills learnt in the classroom, thereby increasing knowledge and understanding. It is also an important opportunity for parents to take part in their child's learning and we encourage them to take an interest in their child's work and to help with it at home, thereby supporting their progress.

LENDING LIBRARY

We offer a fantastic lending library in school with stocks of books by popular authors and titles that encourage the enjoyment of reading. Children are able to borrow 2 books for up to 2 weeks at a time.

Opening times are:

- Mondays from 3:15p.m. for Infants
- Mondays and Wednesdays 12:15-1:15p.m. for Juniors

A group of year 6 children help support the running of the library under the guidance of our school librarian.



IMPORTANT INFORMATION FOR PARENTS/CARERS

This section contains information that parents/carers need to be aware of to ensure they can be reassured that their children are being taught in the best possible environment to achieve their full potential.

PLAYTIMES AND LUNCHTIMES

As part of our Healthy Schools ethos, fresh and dried fruit is sold before school (between 8:40a.m. and 8:55a.m.) from the Tuck Trolley in the Infant playground. Children are **NOT** allowed to bring crisps or biscuits into school for snacks.

School meals are provided at lunchtimes. We have a 'banana menu board', located next to the First Aid room in the main playground, which shows the dinner menus and is changed each week. We run our own school kitchen using locally sourced produce. Children have a choice of meals including a vegetarian option.

Our lunches meet the government nutritional standards. They offer a healthy balance, a good choice and are of a very high standard. If you decide to provide a packed lunch for your child, then the container must be clearly marked with your child's name and class.



Children **MUST NOT** bring any glass containers, glass lined thermos flasks or cans of drink to school.

We expect parents/carers to provide a 'healthy' packed lunch and therefore **DO NOT** encourage crisps or chocolate bars in lunch boxes. Fizzy drinks and sweets are **NOT** allowed in school.

Occasionally children go home for lunch. Those who do should not return to school earlier than 1.00pm.

UNIVERSAL INFANT FREE SCHOOL MEALS

From September 2014 all children in reception, year 1 and year 2 in state-funded schools in England will be eligible for free school meals. Key stage 2 children might also be eligible for free school meals, parents should contact the school office for further information on how to claim.

DINNER MONEY

Dinners should be paid for in advance or on the day taken. The procedure is as follows:

1. Dinner money envelopes are available in the 'Street' (the corridor which runs alongside the Main Hall) and the First Aid room in the main playground. Children may take these envelopes home for completion by parents, although normally they are completed at school.

2. The details on the front of the envelope should include the child's name, class, number of dinners to be purchased and the amount of money enclosed. The envelope is then placed in the dinner money box which is also located in the 'Street'.
3. Any change is returned to the children at the end of school.

You may pay for up to a term's dinners in advance. Cheques should be made payable to Westlands C.P. School.

PARENTAL INVOLVEMENT IN SCHOOL

'The parents and carers are aware of and appreciate how well the school supports their children, especially those most vulnerable or with emotional and learning difficulties'
(Ofsted 2011).

Westlands School has an 'open-door' policy and as parents you are welcome to visit school at any time.



It is a pleasure to welcome so many enthusiastic, talented parents into our school who help in classrooms and are involved in a variety of activities. If you would like to help in this way, please talk to your child's class teacher so that appropriate times can be arranged.

Every Thursday morning at 9.15 a.m. parents and friends of the school are invited to a 'Special Assembly'. These are taken by a visiting speaker or by a class of children. Each class will present an assembly during the academic year. If children are leading the assembly we do ask that you respect their hard work and efforts and request that you take very young children into the 'Street' corridor should they become distressed or upset during the presentation.

There are three parents' evenings each year. The first is in October/November, the second in March and the third in July. Prior to each parents' evening you will receive a booklet which gives you an indication of your child's effort and ability in the three areas; Reading, Writing and Maths. These occasions are an opportunity for you to see and discuss the work your child has completed and to consider expectations for the remainder of the year.

The evening in July enables you to see the work your child has completed throughout the year but there will be no formal appointments. Before this third open evening you will receive a written report on your child's progress. If your child is in Year 6 you will also receive their SATS results.

Every parent of Westlands School is automatically a member of the Parent/Teacher Association (PTA) who work to raise money for the school. We regularly receive donations from them and use these to purchase additional resources to enhance the children's education. New volunteers are always very welcome!

'All of the parent questionnaire responses said their children were happy at school and they were happy with their child's experience at the school.'
(Ofsted 2011).

CONTACT INFORMATION

Crucial contact information is held for every child. This is collected when they begin school and an update form is sent to each family every year enabling you to check details and make any necessary amendments. **PLEASE REMEMBER** to inform us of changes to this information as soon as they occur. It is essential that this information is up to date, particularly mobile numbers as we use a text messaging service to let you know of important/urgent information e.g. school closure due to snow.

SAFEGUARDING CHILDREN

'All of the parent questionnaire responses said that the school kept their children safe.'
(Ofsted 2011).

The school is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. In accordance with the guidelines prepared by the Southend, Essex and Thurrock Procedures (SET) any form of suspected child abuse will, as a matter of course, be reported to Social Care Department.

'Safeguarding of pupils in the school is good'.
(Ofsted 2011).

BULLYING IN SCHOOL

There are times in all schools when bullying (children being particularly unkind to each other) will occur.



If you suspect that your child is being bullied please let us know. We can only deal with those incidents of which we are aware. Our school ethos will ensure that both/all parties involved will be dealt with sensitively and appropriately.

Parents will be informed of any incident by the Head Teacher or a member of the Senior Management Team. We are confident that we can work in partnership with

parents and carers to resolve these situations effectively and successfully.

ATTENDANCE AND PUNCTUALITY

It is very important for the children's education that they attend school regularly and arrive on time. School begins promptly at 8:55am (children should be ready to enter their classroom at this time.) If children arrive after 8.55am they should report to the school office and be signed in the late book by their parent/carer. The school gate is locked at 9:00am. Please note that children should not be on school premises before 8.40a.m. unless attending a school club.



To ensure children's safe arrival at school we have a policy of 'first day contact' and request parents contact the school office by 9.30 a.m. on the first day of their child's absence.

If a child is absent and contact has not been made by this time we make every effort to discover the reason for the absence by telephoning the numbers on the child's contact details.

If we are unable to make contact, we write to parents requesting information with regard to the absence and ask for the contact numbers and information be updated if necessary. If we do not receive a reason for the absence it will be entered as an unauthorised mark on your child's permanent record.

If a child's absence continues for 3 or more school days a doctor's letter may be required explaining the reason for the non-attendance. Requests for holidays during term time **WILL NOT** be authorised.

Concerns identified by the school over the attendance and/or punctuality of a child will be referred to the School's Educational Welfare Officer.

HOME-SCHOOL AGREEMENT

The Government requires every school to have in place a 'Home-School Agreement' which parents are required to sign. This document can be found in the school brochure information pack.

MEDICINES IN SCHOOL

We will administer prescription medicines to children as prescribed by a doctor and in line with the following procedure. Medicines must be brought to the school office by a parent and the appropriate consent form completed. Children in the infant classes are not permitted to carry medicines on their person; this includes inhalers and throat lozenges. Parents of junior children can opt to continue with the infant policy or these pupils can look after their own inhalers.

THE ROAD SAFETY POLICY AND CAR PARKING

To ensure the safety and wellbeing of all our children, the school gates are locked for 10 minutes at the end of the day. In line with the school's Road Safety Policy, parents are requested not to park in Beeches Close. Parents **MUST NOT** drive into the school grounds or staff car park when delivering or collecting their children.



SWIMMING

In Year 3 children go swimming every week inline with statutory requirements that form part of the PE National Curriculum. The school make a small charge of £3.00 towards the cost of the coach, hire of the pool, swimming teachers and lifeguard.

Our children make exceptionally good progress with their confidence and skills in the water. All children are coached with a view to being able to swim 25 metres, unaided, by the end of Key Stage 2.

SMOKING IN SCHOOL

There is a no smoking policy that covers the whole school site. Staff, parents and visitors **MUST NOT** smoke anywhere on the school site at any time.

THE INSPECTION OF SCHOOLS

All schools are inspected by The Office for Standards in Education (OfSTED). Westlands School was inspected at the end of March 2011 and was judged GOOD with outstanding features. The report can be found on the school and Ofsted websites.



SCHOOL UNIFORM

Our policy is that children must wear school uniform at all times. We believe that the wearing of school uniform gives children a common identity. It illustrates our high standards and allows children to be ambassadors for the school.

The school uniform consists of:

Fleece	Green with school logo* (optional) (for outdoor wear only)
Sweatshirt	Green with school logo* or plain dark green**
Cardigan	Green with school logo* or plain dark green**
Polo Shirt	Green or yellow with school logo* or plain dark green or yellow**
Trousers	Grey trousers** (boys or girls)
Shorts	Grey shorts** (optional for summer – boys only)
Skirt/pinafore dress	Grey** (girls only)
Socks/Tights	Black, white, grey or dark green**
Shoes	Black** (trainers or boots are not permitted)
Sandals	Brown, black or white to be worn with socks (open toe sandals are not allowed)
Summer dresses	Green or yellow candy striped or gingham checked
P.E. Kit	White T-shirt* and black shorts* Black plimsolls** or bare feet for indoor PE Black plimsolls** or trainers for outdoor PE
P.E./Swim Bag	Green/yellow bags with logo* or any colour or make**
Baseball Caps	Green or yellow with logo* (optional – Summer only)
Hair accessories	Black, white, grey, yellow or dark green

* Available from the School Office

** Available from other suppliers

Children's clothing **MUST** be clearly labelled with your child's name. It is not possible for us to find or identify lost 'unnamed' items of clothing.

Jewellery, make-up and nail varnish are **NOT** allowed in school at any time.

Watches may be worn and those **CHILDREN WITH PIERCED EARS MUST WEAR PLAIN GOLD OR SILVER STUDS ONLY.**

No earrings may be worn during Swimming, PE or Games lessons.

Watches and stud earrings will remain the responsibility of the child and not the school.

We hope you found the information helpful and welcome any constructive feedback for improvements to our brochure. We look forward to your family becoming part of our happy, caring community in school. Working together in an honest and respectful partnership is the way forward.

Welcome to our team at Westlands.

