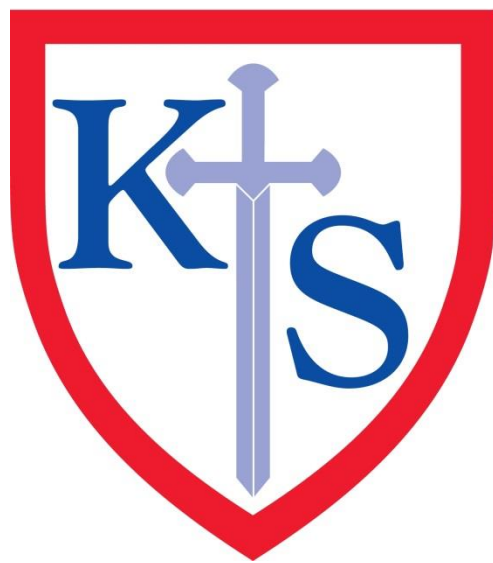


KINGSLAND CE PRIMARY SCHOOL



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

PROSPECTUS

2024 – 2025



Kingsland Church of England (VA) Primary School



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

Let your light shine on our mission:

Our **deeply Christian** character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a **precious child of God**. The school’s motto “**Let your light shine**” encapsulates the school’s commitment to provide a **nourishing education** which is **deep** and **broad**, equipping children for **life in all its fullness**, focussed through **wisdom, hope, community** and **dignity**. With **spiritual development** at the heart of the school, our children are **inspired** with a love of learning, enabling them to **flourish** and embrace their fullest individual potential whilst learning how to love, and empowering others to do the same.

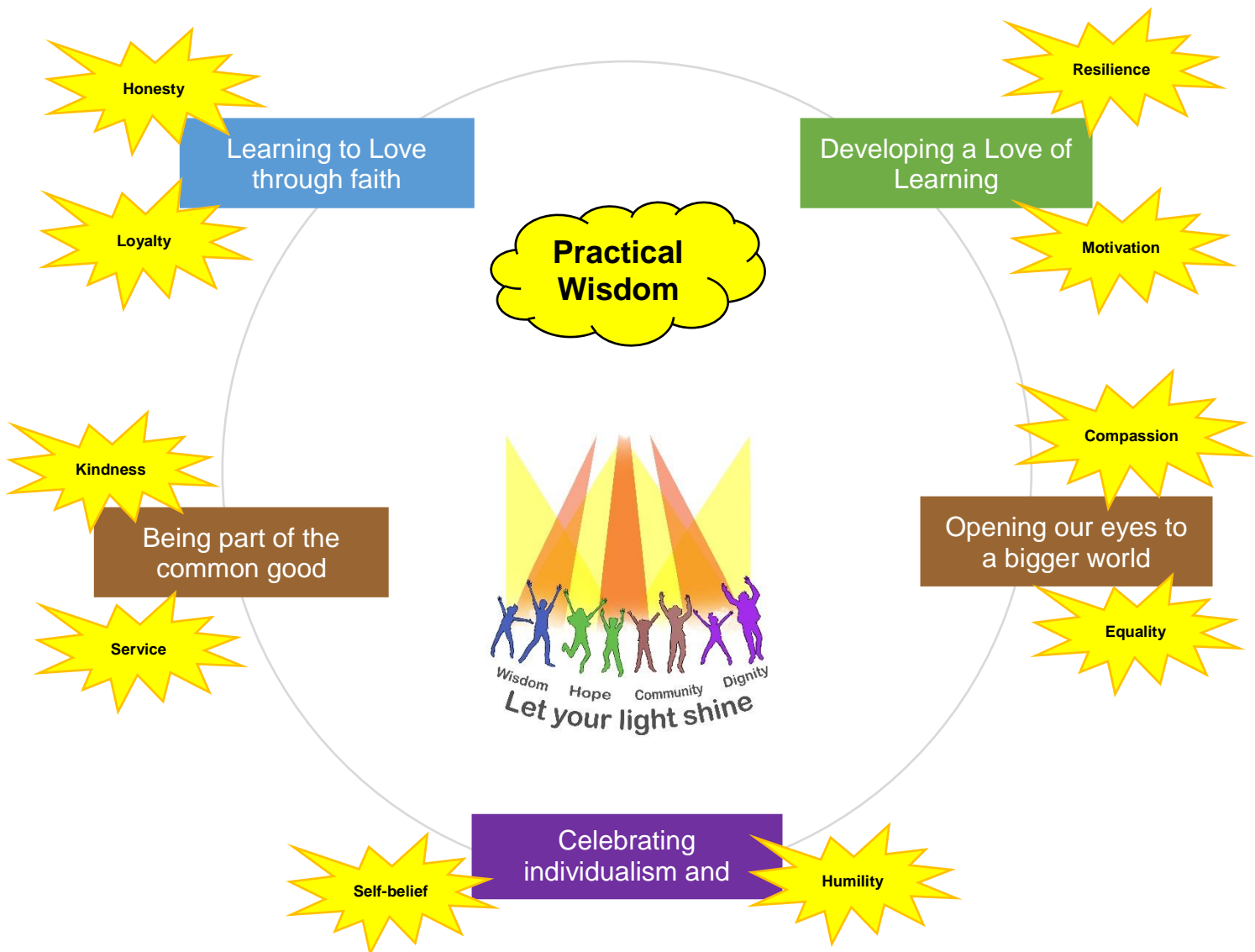


Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Key Stones, Aims and Character Virtues

At Kingsland CE Primary School, we embrace five **KEY STONES** which enable us to aim towards living out our vision and mission. We aim to develop **Practical Wisdom** through ten key **Character Virtues** in both our children and our adults, in order to let all our lights shine and ensure human flourishing.



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our aims:

- Foster confidence, delight and discipline in seeking **wisdom**; open up horizons of **hope** and **aspiration**; promote the qualities of character that enable people to flourish together in **community**; and, embrace a deep **respect** and **dignity** for the equality of everyone.
- **Celebrating individualism and uniqueness**: Through God’s light, foster both children’s and adult’s uniqueness, leadership and courageous advocacy so that they can shine their light throughout the community.
- Whilst nurturing resilient individuals who are able to cope with life’s joys and disappointments and are able to engage in a lifelong search for meaning and purpose, seek human flourishing and practical wisdom through positive personal character virtues.
- **Learning to love through faith**: Promote understanding and respect for the Christian faith and for the spiritual, cultural and moral values of others, valuing and celebrating diversity and individuality.
- Provide a safe, happy, inclusive and stimulating environment for learning at the heart of the community, in which everyone is special and all are valued and equal.
- **Developing a love of learning**: Promote educational and cultural excellence, through academic rigour, innovation, creativity and deep spiritual development.
- Help children develop lively enquiring minds and a love of learning, enabling them to flourish and to find the strength through wisdom to acknowledge their weaknesses and build their resilience so they can fulfil their God given potential.
- **Opening our eyes to a bigger world**: Encourage tolerance, teamwork and cooperation, and build relationships on mutual respect and self-discipline.
- **Being part of the common good**: Work together to challenge, inspire and motivate all our children to become successful, confident and caring global citizens within our diverse world.



Character Virtue Definitions

Flourishing individuals and community



Practical Wisdom: choosing to do what you know is right



Resilience

Sticking at it even when things are hard

Motivation

Taking responsibility for being an active and enthusiastic learner

Compassion

Showing care and empathy towards everyone

Equality

Valuing and respecting everyone; fairness is not always 'sameness'

Self-belief

Being confident to believe in your own capabilities and possibilities

Humility

Acting with modesty and empathy

Service

Being a responsible citizen and giving freely

Kindness

Willingly being generous and helpful

Loyalty

Being faithful to your commitments and friendships

Honesty

Acting truthfully and sincerely at all times

Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Deeply Christian Values

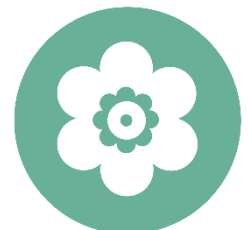
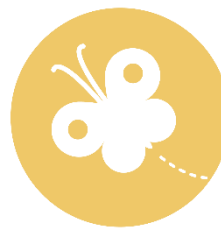
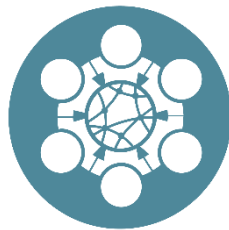
Our vision is focussed through the four key Christian elements of:

Educating for Wisdom, Knowledge and Skills

Educating for Hope and Aspiration

Educating for Community and Living Well Together

Educating for Dignity and Respect



Each half term we unpack a deeply Christian value (alongside a key British value) to help us develop a shared understanding of how to live out the school’s vision and mission:

Autumn 1	Autumn 2
Educating for Hope and Aspiration	Educating for Dignity and Respect
LOVE Tolerance of different faiths and beliefs	RESPECT Mutual respect
Spring 1	Spring 2
Educating for Wisdom, Knowledge and Skills	Educating for Community and Living Well Together
JUSTICE Democracy	THANKFULNESS Individual liberty
Summer 1	Summer 2
Educating for Community and Living Well Together	Educating for Hope and Aspiration
FORGIVENESS Awareness of what it means to be British	PEACE Rule of Law

School Website: www.kingslandceprimary.com

The screenshot shows the homepage of the Kingsland Church of England Primary School website. The header features the school's crest on the left, which contains the letters 'K' and 'S' with a cross. To the right of the crest, the text reads 'KINGSLAND CHURCH of ENGLAND' in large, bold, red letters, with 'PRIMARY SCHOOL' underneath in smaller white letters. Below this is the motto 'Let your light shine' in yellow. Further right is a circular logo with a cross and the text 'THE CHURCH OF ENGLAND THE DIOCESE OF HEREFORD'. A 'Log in' link is in the top right corner. A navigation menu below the header includes links for 'Home', 'Our School', 'Information About Us', 'Learning', 'Updates and Dates', 'Children', and 'Contact Us'. The main content area contains three images: a red cloth draped over a cross, three children in red school uniforms leaning on a green railing, and a child reading a book. Below the images is a text box stating 'ool to School Support page. Our Christian value for this half term is PEACE: "My peace I give you." (John 14:27)'. At the bottom, there is a colorful rainbow graphic and the text 'Welcome to Kingsland Church of England Primary School'.

Please visit us here.

This prospectus and further information can be found on our school website: www.kingslandceprimary.com



Kingsland CE Primary School



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Welcome to Kingsland Church of England Primary School

The world is an exciting and amazing place with so much to discover, to enjoy, to experience, and consequently to learn. We are privileged as a primary school to work with you as your child continues to take those early steps of discovery; full of wonder, expectation, creativity and imagination. We aim to nurture a life-long love of learning by building independence, commitment and determination.

The world can also present challenges to overcome and it is our aim to provide an education in its fullest sense that will help your child to be confident in who they are and in their relationships with others, so that they will be able to "live life in all its fullness" (John 10:10). We are determined that Kingsland CE Primary School is a place where individuals are cherished for who they are, where children can develop their own unique gifts and talents, realise and grow with support and security, and appreciate the rights of others to be special and valued people too. Kingsland CE Primary School aims to provide an environment of security, challenge, opportunity, fun, care and love in which individuals can flourish.

We view education in this broad sense, as a joint responsibility between the staff in school and yourselves as parents and carers. We believe that the best for your child can be achieved through a partnership between home and school. We hope that you will share with us in making this a happy and successful stage in your child's life. My staff and I are always available to discuss any aspect of your child's education.

Our prospectus is designed to introduce you to Kingsland CE Primary School and we hope you enjoy reading about our ethos, teaching and learning, and home/school partnerships. We would welcome you to come and get a fuller understanding and appreciation of our school; please telephone if you have any questions or would like to visit - it would be a delight to meet you.

Mr Stewart Debenham
Headteacher

Our School Ethos

Aims

As an Anglican Church School, we seek to promote Christian values and understanding, ensuring that these values permeate the life of the school. We aim to provide a caring environment where all the children can feel happy, valued and accepted. Being a relatively small school, we hope to create a family atmosphere with strong home/school links. Academic progress is considered important, and children will be encouraged to try hard, and to work to achieve their full potential, whatever this may be. However, we are also concerned to foster the emotional, social, spiritual and physical development of the children in our care. We aim to promote their social development helping them to develop tolerance for others and the ability to work co-operatively. They will be challenged to show increasing levels of self-discipline, to demonstrate initiative and to develop a sense of personal responsibility for their own learning. By adopting a positive attitude towards the children, staff will endeavour to maximise the children's sense of self-esteem and encourage them to value their own skills and achievements. All staff will ensure that their teaching methods and interactions with the children serve to foster the aims and values of the school.

Being a Church School

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The clergy within the Parishes of Kingsland, Eardisland and Aymestrey are involved with the regular pastoral care and support of the school and inspire our worship each Thursday.



The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

The school is eager to demonstrate the *inclusive* and *distinctive* nature of its Church School status from policy to practice.

Values

Our school has a structured approach to the embedding of shared human values. Values such as love, respect and forgiveness are of immense importance in giving a framework from which positive behaviour can be understood, nurtured and encouraged. The challenge and encouragement of values as found in the Bible are our yardstick and goalpost. Such values inform the essence of what might be considered of 'British values' such as equality, tolerance and freedom.

One value each half term is unpacked and explored amongst the whole school community. Parents and carers are informed about what the value for the half term is through the fortnightly newsletter and are asked to discuss and reinforce the value at home. At school, the value will be considered and reflected upon in Worship Times and assemblies, discussed in class and referred to in conversations with individuals and groups of children. It is hoped that we shall all become more alert in recognising when that value is put into practice, so that good, positive behaviour can be celebrated. We all, as school staff, and parents and carers, act as significant role models for children; school staff endeavour to demonstrate these values within their day to day relationships with the children and with each other, acknowledging



and being honest about the times when, with all the best intentions, we get it wrong.

There is an on-going visual display of school values in the school hall, and a board in the entrance porch reminds the school community of the half termly value.

Behaviour

We believe firmly that every child has a right to come to school to be safe and to learn. Unacceptable behaviour is understood to be any behaviour that contravenes another's right to safety or spoils an atmosphere that is congenial to learning. All staff aim to be consistent and fair when they deal with children, ensuring that it is the behaviour that is deemed to be unacceptable, not the child. In most cases, it is understood that the best way forward is to do whatever can be done practically and emotionally to make amends, learn from the mistakes made and move on to a new day.

Our school emphasis on Christian values underpins a positive approach to modelling good behaviour that is infectious. Respect, honesty and good manners are amongst the many values that are discussed, celebrated and praised. Rewards such as house points/house tokens lead to a certificate that is presented in a Celebration Assembly, and Headteacher's Awards are given for good behaviour as well as effort and success in academic, artistic and sporting endeavours. As each child grows, then rewards should become less necessary as there is the increasing understanding that we are good just because it is the right thing to do - and when no-one seems to notice.

If a child does make poor behaviour choices on a regular basis, we try to find the reason and take positive action, consulting with parents when necessary. It is particularly important for a child to realise that we are working together on the kind of standards we advocate; school and home must be joint partners in the development of self-discipline. In the, thankfully, rare cases of serious and persistent indiscipline, a child may be temporarily excluded from school.

Please see our Behaviour Policy and Peer-on-peer Abuse Policy for further details.

Worship Times

Meeting together for worship is a vital and vibrant part of each school day at Kingsland CE Primary School. It is a time for us all to have the opportunity to 'find treasure' within ourselves and as a community. Important aspects of our assemblies are:

- ✓ the chances to 'listen' to our own feelings and empathise with the feelings of others
- ✓ space to consider big and often unanswerable questions
- ✓ time to celebrate and share
- ✓ opportunities to understand what worship is about through music and prayer
- ✓ great stories and stimuli that fire the imagination and inspire
- ✓ the possibilities of finding 'spiritual jigsaw pieces' which can help to build a map of our personal journeys to find meaning and purpose
- ✓ the consolidation of shared human values
- ✓ a growing awareness of the Christian year as celebrated in festivals such as Easter, Pentecost, Harvest and Christmas

Our general pattern for worship throughout the week is:

Monday:	Visiting speaker (often from local churches)
Tuesday:	Rev Julie Read from Kingsland Church
Wednesday:	Songs of Praise
Thursday:	Member of staff / Class based Worship
Friday:	Celebration Assembly

At least once each term there is a shared service for children, parents/carers, governors and staff in Kingsland Church, usually coinciding with Christmas, Education Sunday, Harvest, Easter and the end of the school year. These are joyous occasions, which emphasise our sense of belonging to a whole school and village community.

Parents are also invited to share in Worship Times with us at school, especially for Class-led assemblies and Family Eucharist services.



Applications and admissions

The school will admit children at the beginning of the school year in which they become five, without reference to ability or aptitude. Parents considering sending their children to Kingsland CE Primary School are welcome to telephone for an appointment to meet the Headteacher and get a 'flavour' of the school whilst the children are at work.

For the school year starting September 2024 we expect to have approximately 151 children on roll. As a Church of England Voluntary Aided School, the Governors of the school are in overall control of admissions.

The last specified date for applications for the academic year 2024 - 2025 is 15th January 2025. However, applications can be completed online from September 2024. Unavoidably late applications will be considered by the school in most circumstances. Applications for places are made via Herefordshire Children's and Young People's Services. School will be notified of applications that have been made in April. If applications exceed 20, Governors will allocate places in accordance with the over-subscription criteria which can be found in the admissions policy.

Where Are We?



Directions:

From Leominster - Follow the A44 west and turn right just out of Leominster, where Kingsland Village is clearly signposted. The school can be found on the left side of the main street a short distance after the church.

From Eardisland - Follow the B4529 and signs for Kingsland village.

From Mortimers Cross - Travel south (signposted for Leominster) and turn left into Kingsland village at Luctonians' Rugby Club. Follow the road through the village where Kingsland School can be found on the right side of the road shortly after a small staggered crossroads.

A Warm Welcome Awaits

Our Reception teacher, Miss Corrick, builds links between pre-schools and school in order to make a child's first days in school both happy and confident. She will also make a home visit if necessary, giving you an opportunity to share your understanding of your child with us, so beginning a partnership of support and encouragement. Invitations will be offered for your child to spend two sessions in school before the summer holidays, as well as for a "Tea, Chat and Play" session, and you will receive booklets explaining how best to prepare your child for this new adventure.



Our History

Kingsland CE Primary School is very much in the tradition of a village school in having close links with the Church and the communities it serves. While an ancient foundation, the School has been on its present site in the centre of the village since 1846 and has recently celebrated its 175th anniversary. A fascinating history of the school was written when the 150th anniversary of its opening was celebrated in 1996.

The older part of the school now houses the school hall, a classroom, resources area and staff room. A block of three classrooms were built in 1978. In August 1999, a major building project was completed to link all three areas of the School and resulted in the School gaining a new school office and reception area. In the last ten years classrooms have been extended, a support room created and 'The Pod' has landed!

The School is not only the provided school for Kingsland itself but also for the neighbouring village of Eardisland, whose children were brought to Kingsland following the closure of Eardisland School in 1979.

Our Pupils

School is about the children and every decision made, whether it is about teaching and learning, policies or budget, is made for the benefit of the children in our care; we want school to be right for them today and every day.

Diversity and uniqueness are celebrated and we aim to create an environment of acceptance and tolerance in which individuals can flourish. Bullying, harassment and discrimination have no place in our school.

The challenge is to be yourself in a world that is trying to make you like everyone else.

Listening to Children

Our pupils' opinions and ideas are valued. Pupils are encouraged to share ideas and concerns with their class teachers and viewpoints are sought more formally through an annual pupil questionnaire.



The children are given responsibilities in classrooms and throughout the school so that initiative, independence, helpfulness and leadership skills can develop. The Worship Team, The Eco-group, Sports Crew, Librarians and House Captain teams have specific duties.

Our Staff

We have an excellent team of staff at Kingsland CE Primary School, who are all concerned for the welfare of your child. They work together in a professional and caring manner, role modelling good relationships and sharing their own areas of expertise for the benefit of the school community.

Mr S Debenham - Headteacher

Miss G Corrick - Class 1 teacher

Mrs H Wilson - Class 2 teacher

Mr S Powell - Year 2 / Class 2 teacher

Mrs C Smith - Class 3 teacher

Miss A Powis - Class 4 teacher

Miss F Williams - Deputy Headteacher and Class 5 teacher

Mr M Nelson - PPA cover teacher

Mrs S Green - SENDCo

Mrs S Lewis - School Business Manager

Miss J Gray - school administrator

Breakfast Club: Mrs N Gurney / Mrs S Lindesay

Stay and Play Club: Miss L Waygood / Mrs H Rigsby / Mrs N Gurney

Teaching Assistants

Class 1 / First Aid	Mrs T Davis
Class 2:	Mrs R Jones
Y2 / First Aid	Miss Y Williams
Y3	Mrs M Canning
Class 4 / 5	Mrs K Oliver
Special Educational Needs (SEN):	
SEN / First Aid	Mrs L Edgington
SEN	Mrs B Waygood
SEN	Mrs S Stokes
SEN	Miss L Waygood

Lunchtime Supervisors

Mrs H Flook	Mrs K Oliver
Mrs S Lindesay	Mrs C Perrigo
Mrs N Gurney	Ms L Clarke
Mrs P Garrod	Mrs H Rigsby

Caretaker

Ms J Gray

We are also grateful to the voluntary team of parents, governors and members of the local community who help in school.

Any adults working with children in school undergo full DBS (Disclosure and Barring Service) checks.

Our Governors

The School Governors have overall responsibility for every aspect of the school. They have legal duties, powers and responsibilities laid down by legislation. More specifically, Governors are appointed to:

- ❖ monitor attainment and progress
- ❖ ensure that robust safeguarding procedures are in place
- ❖ decide what is taught in the light of statutory requirements laid down by the government
- ❖ set standards of behaviour
- ❖ interview and select staff
- ❖ oversee the school budget
- ❖ make policy decisions

The Governors meet as a full Governing Body five times each year as well as meeting in sub committees to take decisions on areas relating to Health and Safety/Safeguarding, Buildings, Budget, Staffing, Curriculum etc. Governors are allocated particular areas of responsibility; visiting the school and consulting with the staff in the school self-evaluation process and to monitor school improvement.

School Governors are parents, parish and local council representatives and school staff.

Who are the Governors of Kingsland CE Primary School?

The Governors are there to decide how our school operates. They work in partnership with the Headteacher and staff to support, challenge and advise; providing a structure of accountability, ensuring that the school builds on its strong traditions.

Helen Webb	Chair of Governors
Jason Marrett	Parent Governor
Ed Wallington	Parent Governor
Claire Traynor	Foundation Governor
Shelley Connop	Foundation Governor
Anna Lewis	Foundation Governor
Wendy Priday	Foundation Governor
Revd Julie Read	ex officio / Vice Chair of Governors
Dan Hurcomb	Local Authority
James Bainbridge	Associate Governor
Stewart Debenham	Headteacher
Sue Green	Staff Governor
Fiona Williams	Associate Governor
Steve Powell	Associate Governor
Sue Lewis & Julie Gray	Clerks to the Governors

Our Community

Kingsland CE Primary School values its role within the local community. There are strong links with Kingsland Church and local businesses, such as Border Oak, Tyrrells and Kingspan. The school is thankful to friends from the village who help the children on a voluntary basis. Sporting activities are well supported by groups such as Luctonians rugby and cricket club, as well as the inter-schools Sports Partnership. Events, such as Sports Day, concerts and plays are opportunities for the children to share their skills and talents for the pleasure of those in the local community.



Kingsland CE Primary enjoys welcoming visitors and experts from across Herefordshire and participates in many county events, such as the Herefordshire Performing Arts Festival and county sporting tournaments.

We are keen to remember that we are part of our much wider national and international community and consequently have responsibilities to understand what it means to be a global citizen. Friendships have been developed in Wolverhampton and the school has a very strong global partnership, founded through the Leominster-Tengeru link, with Moivaro Primary School in Tanzania. It has been awarded International School status 2009 - 2024.



Our community responsibilities are demonstrated through our eagerness to be increasingly aware and practically involved in issues of conservation and ecology; our Wildlife Wonder Zone and Wild Woods are places where pupils can reflect on natural beauty and be actively involved in conservation and the Eco-group are key in leading the school forward as we consider the world's climate and resources.

During the year many local, national and world needs are considered and charities are supported, such as the Samaritan's Shoebox Appeal, MacMillan and Christian Aid. Our children are incredibly proactive and generous in this respect and often choose the charity and method of fund raising themselves.

School hours, teaching time and breaks

Our school day starts at 8.45am and finishes at 3.15pm.

School starts at ...	8.45am
Morning Break	10.30am - 10.45am
Lunchtime	12pm - 1pm
School finishes at ...	3.15pm

The school gates open at 8.45am. If at all possible, children should be dropped off at the school gates. Please make every effort to meet your child at 3.15pm. If there is a delay in a child being picked up, their safety will be ensured in Stay and Play Club (there will be a charge for this service).

Worship times last approximately 15 minutes. On Tuesdays, Wednesdays and Thursdays we meet together at the end of the school day, and in the mornings on Mondays and Fridays.

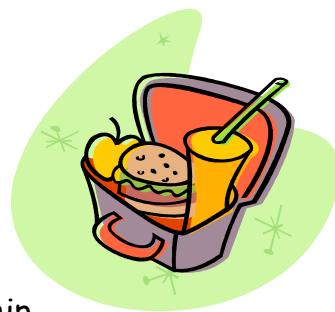
Each class develops its own weekly timetable balancing routine and flexibility. English and Maths lessons are timetabled within the two morning teaching and learning sessions.

Emergency or Early Closure of the School

Very occasionally it becomes necessary to close school earlier than usual in unforeseen circumstances. Occasionally, bad weather overnight or over the weekend will prevent the school from opening. On such occasions please find the latest information on the home page of the school website: www.kingslandceprimary.com
An email or text message will also be sent to all parents, with the latest information. The Local Authority has an arrangement with BBC Hereford & Worcester (94.7FM) to broadcast information about school closures from early in the morning. Where possible, signs will be posted at the school entrances to inform parents of closure arrangements, as well as on the scrolling banner on the school website. Information will also be posted on the Local Authority school closure webpage.

Healthy Eating

Kingsland CE Primary has 'Healthy School' status and we encourage the children to be healthy physically, as well as emotionally, intellectually and spiritually. An important aspect of this is making the children aware of what it means to eat a well-balanced diet. It is good to work in partnership with parents as we endeavour to nurture healthy lifestyles.



Lunchtimes

We have a hot meals service at lunch times. School meals currently cost £2.50 per day. These can be ordered for the whole week or for specific days. Otherwise children can bring their own packed lunches from home. Lunches are eaten in the School Hall at portable tables, or in classrooms for the older children. Lunchtime supervisors are on hand ready to help. Lunchtime followed by playtime lasts for one hour. The children are supervised throughout the lunch hour by our five mid-day supervisors. Teaching staff are usually on site at lunchtime but do not carry out a formal duty at this time, although some extra-curricular activities led by staff are scheduled for lunchtimes. A prayer of thanks is said before each meal.

From September 2014, all KS1 children (YR, Y1 and Y2) have been eligible for universal free school meals.

Children whose parents are in receipt of Income Support may be entitled to free school meals. If you think this may apply to your child, please ask Mrs Lewis for the relevant form. Applications are treated in complete confidence.

- Only healthy snacks are to be eaten at break times—no chocolate or sweets.
- Lunchboxes should contain no more than **one 'treat' each day** e.g. crisps, chocolate bar/biscuit/cake.
- Encourage a range of fruit and vegetables—and home-made is great when time allows.

A typical menu:

MONDAY	Main	Beef Lasagne
	Vegetarian	Cheese & Onion Pasty
		Herby Dice /Green Beans
		Jacket Potato
	Sweet	Fresh fruit
	Or Deli Bag Option	I would like: Ham, Cheese, Tuna and Cucumber
TUESDAY	Main	Turkey & Stuffing
	Vegetarian	Cauliflower Bake
		Mash/Carrots/Swede
		Jacket Potato
	Sweet	Fruit yoghurt
	Or Deli Bag Option	I would like: Ham, Cheese, Tuna and Cucumber
WEDNESDAY	Main	Toad in the Hole
	Vegetarian	Vegetarian Toad in the Hole
		Mash/Baked Beans
		Jacket Potato
	Sweet	Marble Cake
	Or Deli Bag Option	I would like: Ham, Cheese, Tuna and Cucumber
THURSDAY	Main	Roast Chicken & Stuffing
	Vegetarian	Cheese & Potato Layer Bake
		Mash/Cauliflower/Broccoli
		Mousse
	Sweet	Fruit Salad & Ice-Cream
	Or Deli Bag Option	I would like: Ham, Cheese, Tuna and Cucumber
FRIDAY	Main	Breaded Fish
	Vegetarian	Pasta with a Tomato & Five Bean Sauce
		Sauté Potatoes/Baked Beans
		Jacket Potato
	Sweet	Jelly and ice cream
	Or Deli Bag Option	I would like: Ham, Cheese, Tuna and Cucumber

Snacks

Snacks can be eaten during the morning break time and we request that these be healthy snacks, most typically, a piece of fruit. Fruit is provided for children in YR/Y1/Y2.

Drinks

We operate a School Milk scheme, which provides cold milk for children during the morning break. Milk will be provide for all YR children.

Water is available in school throughout the day. Pupils should use water bottles that are available from the school office.



The School Calendar 2024 – 2025

Autumn Term 2024

Term Starts Wednesday 4th September 2024

Half Term Monday 28th October – Friday 1st November 2024

Term Ends Friday 20th December 2024

Spring Term 2025

Term Starts Tuesday 7th January 2025

Half Term Monday 17th – Friday 21st February 2025

Term Ends Friday 11th April 2025

Summer Term 2025

Term Starts Monday 28th April 2025

Half Term Monday 26th May – Monday 2nd June 2025

Summer 2 half term starts on Tuesday 3rd June

Term Ends Friday 18th July 2025

Good Friday 18th April 2025

Easter Monday 21st April 2025

May Day 5th May 2025

Spring Bank Holiday 26th May 2025

School uniform, PE clothing and equipment

Kingsland CE Primary School has a uniform, which we encourage all our children to wear. We believe a uniform looks smart, is appropriate for school activities, gives children a sense of belonging and avoids discrimination on the grounds of appearance.

Please ensure that all items of clothing are clearly labelled with your child's name.

□ Boys

- ❖ Grey trousers or shorts
- ❖ Red polo shirt, preferably with a school badge available from Club Sports, Leominster
- ❖ Red sweatshirt with a school badge available from Club Sports, Leominster
 - ❖ Grey or black socks
 - ❖ Black shoes (not trainers)

□ Girls

- ❖ Grey skirt, pinafore or trousers
- ❖ Red polo shirt, preferably with a school badge available from Club Sports, Leominster
- ❖ Red sweatshirt with a school badge available from Club Sports, Leominster
- ❖ Grey, black or white socks/ Grey or black tights
- ❖ Black shoes (not trainers)
- ❖ Summer
 - Red and white checked dress with collar
 - Red sweatshirt (as above) or plain red cardigan

Reversible jackets with a school badge are also available from Club Sports, Leominster **for outdoor wear.**

Shoes

It is important that school shoes are safe for children and do not inhibit them when they play. They should therefore be flat or very low heeled with lace-up, 'velcro' or buckle fastenings.

Does your child wear glasses?

If so, please tell your child's class teacher when they should be worn and send them in a case clearly marked with your child's name.

PE Kit Uniform 2024 – 2025

To maximise curriculum learning time, we have reviewed our PE kit uniform procedures for children in Y1/2/3.

Please note the school procedures for the next academic year:

Children in Class 4 and Class 5

Children will continue to **wear their PE kit uniform to school each day it is required for PE lessons**. As such, we are calling it a PE kit **UNIFORM**, with children representing the school when wearing it. Children will therefore be expected to wear their PE kit uniform **smartly**, in full accordance with the details below. The Y4/5/6 PE kit consists of:

- Plain white T-shirt
- Plain red shorts or plain red skort (no logos / stripes)
- Red Kingsland CE Primary School PE hoodie with embroidered school badge
- Trainers
- Long black football socks
- Plain black tracksuit bottoms or sports leggings (no logos / stripes - see below)
- Shin pads
- Optional - football boots

Please see the below photographs as guidance.



Children in YR

Children will bring their PE kit uniform to school in a small drawstring bag and will leave their PE kit in school when not in use. The YR PE kit consists of:

- Plain white T-shirt
- Plain red shorts
- Black pumps

A YR PE kit uniform pack is available from Clubsport which contains the red shorts and white T-shirt plus a drawstring bag, with your child's name printed on the bag. Black pumps need to be purchased separately.

Children in Y1/2/3

Like children in Classes 4 and 5, children in Y1/2/3 will **wear their PE kit uniform to school each day it is required for PE lessons**. As such, we are calling it a PE kit **UNIFORM**, with children representing the school when wearing it. Children will therefore be expected to wear their PE kit uniform **smartly**, in full accordance with the details below. The Y1/2/3 PE kit consists of:

- Plain white T-shirt
- Plain red shorts or plain red skort (no logos / stripes)
- Red Kingsland CE Primary School sweatshirt (their normal school sweatshirt)
- Trainers

- Plain black tracksuit bottoms or sports leggings (no logos / stripes - see below)

Children can choose whether to wear the red shorts / skort or the black tracksuit bottoms, depending on the weather on the day.

After School Clubs

If children require their PE kit uniform for After School Clubs, they will bring this into school in a small bag each day it is required. If the After School Club falls on a day when they will already be wearing their PE kit uniform, they will already be dressed appropriately for the club.

For external fixtures, children will require their normal PE kit uniform, as above. An alternative sport shirt may be lent to children for certain fixtures but children should always bring their full PE kit uniform.

Jewellery

In the interest of safety, we prohibit the wearing of jewellery, other than a watch and stud earrings. In particular, children must not wear dangling earrings or necklaces to school. Simple studs only should be worn to preserve pierced ears.

Children are not allowed to swim, or take part in PE or games wearing jewellery or earrings, and for health and safety reasons, school staff are not to take out, or put jewellery into piercings.

If children have pierced ears, they must either take out their earrings before the PE lesson (it is best to do this at home and leave the earrings at home) or provide their own tape to cover the earrings during PE lessons. Children are expected to take part in every PE lesson, unless there is a specific reason not to do so. Children will not be allowed to take part in PE lessons if they are unable to take out earrings or cover them with tape.

Long hair must be tied back for safety reasons.

What does the PE kit uniform NOT include?

- Black shorts / skort
- Coloured socks / short socks - children should wear long black football socks in Y3/4/5/6
- Branded team shorts (e.g. Liverpool Football Club logo shorts)
- Earrings
- Any logo / stripe larger than the one shown in the picture ...
- Shorts worn over the top of tracksuit bottoms
- Tights



A **white** skins top may be worn **under** the white T-shirt if it is particularly cold.

This does not replace the PE hoodie. Other coloured skins are not acceptable.

PE kit uniform letters

If your child does not have the required PE kit uniform, a letter will be sent home, clearly stating the issue and a request to rectify the issue as soon as possible.

As this is a PE kit UNIFORM, with children representing the school, all children will be expected to wear their PE kit uniform smartly, in full accordance with the details above.

Absence letters

If your child is unable to take part in a PE lesson, an email must be written **FAO** the relevant class teacher via the admin@kingslandengland.hereford.sch.uk email address. An acknowledgment email will be sent as reply. This should clearly state why the child is unable to take part in the lesson. Children will be expected to take part in all PE lessons if an absence email is not received.

Equipment

All **exercise books and stationery** are provided in school, although many pupils in Key Stage 2 like to use their own pencils, rulers, rubbers and coloured crayons. Ink erasers are discouraged and white 'plastic' erasers are recommended for pencil errors. Pencil cases should be small and clearly named.

Book Bags with the school logo are available from the school office. These are for pupils to safely transport items such as their reading book, reading record book, homework diary, spelling book and homework book/sheets to and from school on a daily basis. They are not for carrying food and drinks.

Small bags for PE and lunches please! We really appreciate any bags brought to school being as small as possible; we are quite limited for cloakroom space. Large rucksacks should not be used.

Water bottles can be purchased from the school office.

Recorders and tutor books: The recorder is taught to all pupils in Year 3 and Class 4 as part of their class music lessons. For hygiene reasons and to enable children to practise at home, we appreciate each child having their own good recorder and tutor book. They make excellent presents and are available from the school office.

We do not want your child to bring any of the following to school: money (unless as requested for a specific purpose), toys except when requested, any valuables, sweets, chewing gum or mobile phones.

Financial Issues

The Education Reform Act, 1988, requires that the school operates a specific policy about charges to parents. In brief, the governing body of Kingsland CE Primary School recognises that your child has a right to free education during school hours; and with some very specific exceptions we will not make any charge for any activity that takes place during school hours.

We do not normally charge for anything produced during cooking, craft or technology activities - unless your child intends to take their end product home and keep it, in which case the school may request a contribution towards the materials.

The Act allows for some exceptions, for instance individual music tuition. We also make a small charge for school milk. In addition, some activities can only be organised on the understanding that parents are willing to make a voluntary contribution towards the cost. These include educational visits and swimming lessons. You will be informed in advance about the proposed activity and the cost. If sufficient support is not forthcoming, the activity may be cancelled.

No pupil will be discriminated against because his or her parents have not contributed towards the cost of any voluntary activity. Where charges are made, you may qualify for exemption if the family is receiving Income Support or Family Credit. Please ask at the school office for details.

Pupils in receipt of Pupil Premium funding may be exempt from some of these charges at the school's discretion.

Payments

We are very fortunate to operate a secure 'payments online' system accessed via the school website, from a company called ScoPay. All details with instructions on how to access this facility will be sent to all parents individually in the Autumn term.

Damage

Any wilful breakage or damage to school equipment or premises will be charged to the parents of pupils concerned.

Attendance and Absence from School

Please refer to the school Attendance Policy on the website: www.kingslandceprimary.com

We require a note of explanation if your child is absent for any reason. We do however operate a policy allowing us to check absences at the earliest possibility. It is the parents'/carer's responsibility to inform the school of any absences. If a child has an unexplained absence, for safeguarding reasons, we shall telephone you if you have failed to contact us.

If you know in advance that your child will be missing any part of a day's schooling, or if late arrival or an early departure is needed, please let us know in advance using the *Absence request form*, which can be found on the school website. It is necessary for you to inform the school on each day of absence.

We ask for your cooperation in not sending children to school who are obviously sick or unwell. In the case of sickness and/or diarrhoea it is suggested that parents allow 48 hours symptom free before returning the children to school in order to prevent the spread of germs.

If you cannot let us know in advance, please telephone the school on the *first* day of absence – do not wait until your child returns.

A child who is absent for unexplained reasons or who arrives late for school will be deemed to have 'unauthorised absence' and the register will be marked accordingly. Unauthorised absences appear on a written report, which you will receive at the end of each academic year; we are also obliged to notify the Educational Welfare Officer of any ongoing absence or lateness.

HOLIDAYS SHOULD NOT BE PLANNED FOR TERM TIME. A letter using the *Absence request form* requesting any planned absence should be written directly to the Headteacher who may authorise the absence for medical reasons or as a special occasion.

Travelling to and from school

We ask for everyone to play their part due to growing concerns over:

- road safety issues and concerns, partly generated by school run related traffic
- increasing congestion associated with the 'school run'
- pupil health concerns and lack of exercise
- children's reduced opportunities to gain important road sense and independence

We are aware that many of our children travel at least 3 miles to school and so walking to school is not an option for many. We are asking parents

whenever possible to try to make arrangements to minimise the number of car journeys by making car share arrangements with other families.

Parents and visitors are asked NOT to drop children off or collect them by parking on the zig-zag lines at the front of school. Whenever possible we request that people park and walk from either the Church car park or the Coronation Hall car park.

During the school year children will be actively encouraged to think about travel plan issues.

- cycle training will be provided for pupils in Year 6
- road safety training
- children will be encouraged to join in national and local walk, bus and 'bike to school' weeks

Health and Welfare

Routine screening tests are provided during a pupil's school life. The current policy includes vision, hearing and growth assessment.

Medicines are not usually to be administered in school. Only special circumstances where permission has been sought and a completed form returned. These medicines will be administered by one of the First Aid staff or another designated member of staff. Please inform your child's class teacher if your child has any medical issues that we should be aware of.

If your child becomes ill or has an accident during the school day, appropriate first aid or other care will be administered and you will be notified as soon as is practical.

Safeguarding

The law requires us to have a named Designated Safeguarding Lead (DSL) at the school who will liaise between the school and other support agencies including the Social and Health Services. The DSL at Kingsland CE Primary School is the Headteacher, Mr Debenham. If he is not available please see Miss Williams, who is the Deputy Designated Safeguarding Lead (DDSL). Any child protection issues **MUST** be reported immediately.

Any concerns about these two members of staff should be brought to the attention of: Helen Webb - Chair of Governors.

Mr Debenham is also the Single Point of Contact (SPOC) with regards to Prevent (preventing radicalisation) concerns.

A detailed Health and Safety policy, Safeguarding policy and Prevent policy are available to read in the school office or on the school website: www.kingslandceprimary.com

Staying Safe

The school provides a safe, secure environment for the children and staff, and balances this with the need to allow supervised access by parents. This balance is not an easy one to maintain and requires the cooperation and understanding of parents, pupils and staff alike.

We do ask that parents respect the following rules:

- Do not use the green gate from the Coronation Hall field as an entrance during the school day 8.55am - 3.15pm. During these hours it will be locked.
- Close perimeter gates as you leave
- Report to the School Office if you would like to speak to a Class 4 or Class 5 teacher
- Do not enter the central area of the school beyond the double doors from Classes 1, 2 and 3.

Parents of Reception pupils are able to accompany their children in to school during the first few weeks of a new school year. We do ask that children then begin to take responsibility for themselves by hanging up their own coats, bags etc. Parents of pupils in Classes 2 to 5 should allow their children to take responsibility by delivering messages to teachers on their own. We strongly believe that children are capable of taking responsibility for themselves and that, as adults, we should allow them to do so.

Teaching staff are very busy in the mornings preparing for the day ahead. Please take this into consideration and relay messages via your children or Mrs Lewis, in the school office, if possible. If there is an urgent matter, staff will be more than happy to speak to you or arrange a mutually convenient appointment.

In order to provide better security for your children it is necessary for visitors to 'sign-in' and wear a visitor pass. This shows that they are known to staff at the school. Gates and doors are closed after the start of the

school day. This restricts access to the school and means that visitors have to use the main entrance.

Security is reviewed annually as part of the school's Health and Safety policy.

We are vigilant about ICT security and pupils are taught about internet safety.

Aspects of safety are taught to the children through the curriculum, for example in DT and Science and through specific programmes such as cycling proficiency and road safety.

We do not tolerate bullying and pupils are encouraged to speak to a member of staff immediately if they ever feel unsafe. The school positively nurtures an atmosphere of care and mutual respect.

TEACHING AND LEARNING

Kingsland CE Primary School adopts a personalised approach to learning, in which each child is appropriately supported and challenged. We aim to tailor learning to the needs, interests and aspirations of each individual.

Expectations and standards are high and we offer your child the support and challenge they need to make excellent progress.

It is recognised that children learn in different ways through visual, auditory and 'hands on' activities. Excellent teachers provide engaging learning opportunities that are varied and ensure coverage of the National Curriculum. We aim to create an environment in which it is 'cool' and fun to learn.

Pupils are encouraged to be increasingly involved in assessing their own learning and, with the help of the teacher, each child should know the next small step that is needed for them to make progress.

Detailed information about our curriculum, teaching, learning and assessment can be found on the school's website: www.kingslandceprimary.com under "Learning".



Special Educational Needs and Disability (SEND)

Many children experience barriers that prevent them from learning; we aim to identify those barriers and tackle them, allowing each child to reach their potential. These barriers may arise from a particular learning need, for example in Maths when an early concept has not been fully comprehended or children may have problems decoding words. Barriers may be there because English is an additional language (EAL); there may be physical disabilities or barriers arising from emotional, social or behavioural situations. Currently around 24% of children in the school have been identified as having varying levels of special educational needs.

Mrs Green is our school SENDCo (Special Educational Needs and Disabilities Co-ordinator) and, working in partnership with parents, class teachers, SEN support assistants and external agencies endeavours to help pupils as they overcome barriers that restrict personal progress. We are careful to identify and meet such needs as early as possible and the school encourages early communication with parents of children with special needs. In many cases timely and appropriate intervention for a short period can be very effective.

Pupils with more persistent special needs will, as far as possible, follow the National Curriculum though changes can be made to suit their needs. Some pupils may be given one-to-one or small group teaching. It is essential that there is good partnership between school and home to support pupils with special needs.

Our single-storey buildings mean access to the school for the physically impaired is generally good and a ramp into the hall allows wheelchair access from the outside into the main building. Changing, toilet and shower facilities are provided.

Kingsland CE Primary School ensures that all children are encouraged, valued and accepted regardless of their ability or behaviour; there is so much that we can learn from each other.

Early Years Foundation Stage (EYFS)

The curriculum in the Reception Class is broad, well balanced and child-centred. Learning activities, which involve 'hands-on' experiences, are encouraged. A great deal of learning takes place through play in the early years.

Our philosophy is to start from where the child is and what the child can do and build on their experiences individually. The curriculum for the Early Years Foundation Stage is made of seven specific areas.



These are:

Personal, Social and Emotional Development

Aspects: Self-regulation; Managing Self; Building Relationships

At school children learn to share their toys, to take turns when playing games and to tidy up after themselves. Every child is a valued member of class and a strong positive image is promoted. Children are taught to respect themselves and each other. We like to use puppets to address various issues as they arise. These may include minor disagreements or behaviour incidents.

Communication and Language

Aspects: Listening, Attention and Understanding; Speaking

This area of learning involves the children experiencing a wide range of opportunities to develop their speaking and listening skills e.g. listening to and talking about stories, imaginative play, predicting and self-expression. They are encouraged to talk about their experiences by telling their news and to explore their understanding of any stories and new vocabulary learned. Children learn and enjoy a wide range of songs and rhymes.

Literacy

Aspects: Comprehension, Word Reading, Writing

Children are encouraged to mark make in a variety of forms. Opportunities to write are an integral part of our role play areas, giving a reason for writing. They also draw and paint pictures to illustrate their ideas. When drawing a picture of their news, we support children to orally compose a sentence to describe what they have drawn. They soon start to associate the letters they have learned in Read Write Inc; as a way of communicating meaning.

We like to develop a love of books by encouraging the children to listen to stories, rhymes and poetry through sharing books at home and school. Children use their knowledge of language, picture clues and phonics to beginning the reading process.

Mathematical Development

Aspects: Number; Numerical Patterns

This area of learning includes counting, sorting, matching, patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

Mathematical learning takes place in a practical context. Children will develop their understanding of mathematical concepts through role-play, malleable materials, construction and games. Each child will learn differently and it is important that each mathematical concept is taught in a variety of ways to meet the needs of all.

Understanding the World

Aspects: Past and Present; People, Culture and Communities; The Natural World

In this area of learning, the children develop the crucial knowledge, skills and understanding that help them make sense of the world. This forms the foundation for later work in science, design and technology, history, geography and information and communications technology.

The children are encouraged to ask questions and develop an enquiring mind. We help them to develop a love and appreciation of the natural world.

Physical Development

Aspects: Gross Motor Skills; Fine Motor Skills

This area of the Early Years Foundation Stage is about improving skills of co-ordination, control, manipulation and movement. Physical development also helps children gain confidence in what they can do and enables them to feel positive benefits of being healthy and active. Effective physical development helps the child develop a positive sense of well-being.

We help the children develop their physical skills through movement, dance, gymnastics and games, as well as through activities designed to improve fine motor skills. Using scissors, threading beads, pre-writing exercises and painting are just some of the activities used to develop the fine motor skills necessary to form good pencil grip and control.

Expressive Arts and Design

Aspects: Creating with Materials; Being Imaginative and Expressive

Creativity is fundamental to successful learning. Being creative helps children make connections between one area of learning and another and so extend their understanding. This area of learning includes art, design and technology, music, dance, role-play and imaginative play. We aim to provide a stimulating environment in which creativity, originality and expressiveness are valued.

Children are given an extensive range of opportunities to explore using many of their senses. We also acknowledge that children need sufficient time to explore and develop their ideas.

Music takes a prominent role in the class and children are encouraged to sing spontaneously throughout the day. Your child will soon acquire a repertoire of songs and rhymes that will encourage confidence and develop language skills whilst having FUN!

Religious Education (RE) is taught in the Foundation Stage mostly through Bible stories. Children learn to recognise and discuss values. Skills such as imagination and reflection are practised and the children's eyes are opened to our diverse global world.

Home Learning

The school believes that home learning is worthwhile because:

- it encourages independent learning and gives time for self-reflection
- it consolidates and deepens understanding
- it broadens knowledge
- it can be great fun to have time to develop and extend personal interests
- it helps to develop child, parent and teacher partnerships, enabling parents to be actively involved in and informed about their child's learning
- it encourages speaking, listening, thinking, research and creative skills
- it prepares pupils for secondary education; developing age appropriate skills of self-discipline and time management

Expectations

At the beginning of the school year, parents will be informed by the Class teacher of when Home Learning tasks will be given and when they will be due in.

Year group	Reading	Phonics	Writing / Spelling	Mathematics
YR	<p>Daily sharing of a story / reading. Read and recognise tricky (red) words</p> <p>Children will have a book bag in which to keep their book and Reading Record booklet. Guidance about early reading will be given to all new parents.</p>	Learning sounds / phonics and red sight words	Letter formation	Games or practical activities
<p>Timescale: children at this age learn best through repetition and 'little and often'. It is anticipated that any 'formal' learning activity will take a maximum of 20 minutes.</p>				

Year group	Reading	Phonics	Writing / Spelling	Mathematics
Y1	<p>Children are expected to read for a minimum of 10 minutes every evening</p> <p>Pupils will have a Read Write Inc. book to read at home following their practice in school.</p>	Read Write Inc. sounds practise	Practising new Read Write Inc. sounds	Games, practical or consolidation activities, or learning basic number facts
<p>Timescale: children at this age learn best through repetition and 'little and often'. It is anticipated that any 'formal' learning activity will take a maximum of 30 minutes.</p>				

Year group	Reading	Spelling	Writing	Mathematics
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Y2 - Y6	<p>Children are expected to read every evening.</p> <p>Parents are expected to read WITH their child, ask relevant probing questions to develop understanding and comprehension, and to sign Reading Record booklets weekly.</p>	<p>Children may have spelling lists to be learned weekly, which may include sentence-based work.</p> <p>KS2 pupils will also have a personal spelling bank of words that are relevant to their own personalised learning.</p>	<p>Children may be given a writing task, sometimes based on the aspect of grammar / punctuation they have been learning about in lessons.</p>	<p>Tasks will often be based around the learning of basic number facts: Key Instant Recall Facts (KIRFS), or will be consolidation tasks based on what the children have learnt in lessons.</p> <p>Ongoing learning on multiplication tables.</p>
<p>Timescale: Year 2: 15 minutes reading every day; 30 minutes maths weekly; 30 minutes spelling / writing weekly Years 3-6: 20 minutes reading every day; 30 minutes maths weekly; 30 minutes spelling / writing weekly</p>				

Additional Home Learning Tasks:

Children may be set an **occasional** topic, research or project work. This may be a short task or it may be a long term project.

Home Learning Books:

Pupils in Years 1 - 6 are provided with a **Home Learning Book** in which to record details, clearly stating the task, date given and date due. Parents are asked to sign each entry in the Home Learning Book when it has been completed and to support the children in returning their completed Home Learning to school on time.

Extra-curricular Activities

The school is able to offer a wide range of lunchtime and after-school activities for children with different interests and of different ages. In previous academic years the following clubs have been organised by committed members of staff and members of the local community:

- Netball
- Football (boys and girls)
- Hockey
- Science
- Steel Band
- Choir
- Multiskills
- Cricket
- Drama
- Spotlight (a Christian youth club led by Hannah of Checkpoint Trust)



A letter each half-term informs parents of the activities that will be offered. A session fee of £3.50 is payable for each of these clubs.

Breakfast Club

A Breakfast Club runs during term time from 8.00am. There is a charge of £3.20 for each session attended. If you are interested please speak to Mrs Lewis in the School Office.

Stay and Play Club

A Stay and Play Club (after-school child care) runs during term time from 3.15pm - 5.30pm and costs £9.00 for the full session (see Stay and Play Club Policy for the full list of costings). If you are interested please speak to Mrs Lewis in the School Office.

Educational Visits

It is felt that a visit out of school or visitors to school can bring the children's learning to life in a special way. We do appreciate voluntary contributions towards such experiences.

Every other year, our Years 5 and 6 pupils enjoy a 3 day residential visit to Manor Adventure in Shropshire, and our Year 3 and 4 children enjoy a one night residential at Oaker Wood.



The school has recently become fully involved in a Y4/5 Ventures residential at Cleobury Mortimer, where children develop friendships with children from other schools whilst enjoying outdoor activities and learning about the Bible.

Get Involved!

Don't forget this is your school too. You can get involved...

- ◆ By supporting and reinforcing the school's values and learning objectives at home
- ◆ By attending the Parents' evenings in the Autumn and Spring Terms
- ◆ By attending plays and other school functions
- ◆ By helping in school. Many parents volunteer their help in the Wildlife Wonder Zone, classroom or the library
- ◆ By providing transport to take children to matches, music festivals and so on
- ◆ By attending Educational Evenings
- ◆ By supporting fundraising events
- ◆ By working for and supporting the activities of the PTA

HOME AND SCHOOL PARTNERSHIPS

How shall I know what is happening in school?

We are eager to promote a learning partnership with parents, and value us working together for the good of the children. The respectful relationships that we develop are essential foundations on which our pupils can build as they 'learn to love and love to learn'.

The school website: www.kingslandceprimary.com is the most important source of information about our school. The home page, scrolling banner, is regularly updated with STOP PRESS news. Please let the school office know if you do not have access to the internet. Good communication is essential to this partnership. Our fortnightly newsletter, which appears on the website, will bring you up to date with celebrations of school events, our monthly value and forthcoming information; **we do appreciate you taking time to read this school news.**

Your child will also bring home letters on particular issues, for instance requesting approval for school trips. At the beginning of each year you will receive information about what your child will be learning in class. We hold parents' evenings in October and February at which your child's class teacher will update you on their welfare, effort, attainment and progress. In the Autumn and Spring terms you will receive a written summary of your child's attainment and progress in Maths, Reading and Writing. A detailed written report is issued towards the end of each academic year.



We operate an open-door policy and do encourage you to come and speak with your child's class teacher or Headteacher if the need arises. Most issues are best 'caught in the bud' and it is never a problem to clarify any uncertainties. Staff are usually available at the start and end of the

day. If for any reason this is not possible, an appointment can be made for a mutually convenient time at the school office. Our administrative staff

are always happy to help with any queries relating to after-school clubs, lunches, visits etc.

School policies are available on the website, www.kingslandceprimary.com or in the school office. Parent Workshops are held to discuss particular aspects of the curriculum and ways in which you can help your child's learning.

Parent, Teacher Association (PTA)

At Kingsland CE Primary School, we have an active Parent Teacher Association; all parents are automatically members. The main aims of the PTA are to develop links between everyone in the life of the school and to help the school financially by raising funds.



The PTA organise a remarkable number of social and fundraising events throughout the year such as disco nights for children, Christmas Fair and Summer Fete. The PTA does not attempt to provide the school with normal curriculum materials but the school has benefited hugely from

the additional resources that the PTA funds have provided. For items such as the new school playground markings, our staging and team sports kits we are most grateful.

LEARNING FOR THE FUTURE

We are eager that your child develops a habit for life-long learning during their time at Kingsland CE Primary School. In a similar way our school itself never stops learning and endeavouring to improve the educational experience of our pupils.

The school has its own reflective and rigorous self-evaluation procedures that include the analysis of pupil progress and achievement. Our School Improvement Plan identifies objectives for improvement relating to the school's self-evaluation. The process is monitored by Ofsted (the Office for Standards in Education).

The school's Ofsted report of January 2023, affirmed that the school performs highly, and highlights the school's capacity for learning and developing.

We also have a Statutory Inspection of Anglican and Methodist Schools (SIAMS) every five years. In March 2018, it was affirmed that the school is '**Outstanding**' in every area.

After Kingsland CE Primary School

We aim to equip our pupils to cope in a rapidly changing world; confident in who they are, determined to learn and be outstanding citizens. Directly after Primary School, our pupils transfer to various local secondary schools: Wigmore High, Weobley High, Earl Mortimer College, Ludlow School, and Hereford Cathedral School. We hear that they maintain the excellent reputation of Kingsland CE Primary and our pupils go on to great things.



*'Education is not about
filling a bucket;
but about lighting a fire.'*

W.B. Yeats