Water Orton
Primary School

PROSPECTUS AND GENERAL INFORMATION 2026-27

A MESSAGE FROM THE HEAD TEACHER

Dear Parents and Pupils,

Welcome to Water Orton Primary School!

I feel very proud and privileged to be the Headteacher here and I hope that you and your child will be happy too as part of our extended 'school family'.

This prospectus has been designed to give you a flavour of life at Water Orton. We hope it helps you gain an understanding of how our school is organised and appreciate the exciting learning opportunities on offer to the children in our care.

I am extremely proud to lead a team that is so hard-working and committed to achieving high standards whilst providing a caring and nurturing environment. At Water Orton we genuinely value every child and family. We believe that all children are special and should be made to feel so; they should be valued, respected and nurtured.

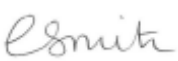
Our aim is to give each child the best possible opportunity to succeed both at school and in later life. There are a wide range of opportunities for our children to try new challenges and to find their vocation and passions. We want our children to be confident, to take their place in the world, to be independent, to have courage and to think for themselves. We also want them to know how to lead healthy lives, including knowing how to keep themselves safe. We strive to encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated. Our rewards system enables the pupils to achieve their own personal best whilst recognising good behaviour and manners. Further to this we deliver a broad, balanced and enriching curriculum that promotes challenge and enables all pupils to make a positive contribution towards their own learning experience.

We feel it is vital to provide a learning environment in which parents, staff, governors and the community work in partnership for the benefit of our pupils. Together, we aim to ensure all pupils achieve their full potential, develop skills to become independent life-long learners and responsible citizens, who are respectful and tolerant. You are warmly invited to join in our many and varied school activities and to share the experiences all pupils will have throughout the important years spent in their primary school.

We warmly welcome all visitors to find out about what makes our school so special. You can find out lots of information on our school website.

However, if you have any further questions or concerns, or if you still can't find out what you need to know, you are welcome to telephone or email or just call in at the office.

Yours sincerely,



Emma Smith
Headteacher

OUR SCHOOL - A BRIEF HISTORY



The original Water Orton Primary School was opened in 1878 and catered for children up to the age of fourteen. It comprised of two large school rooms adjoined by a Headteacher's residence. The two school rooms were built to house 106 children.

Many changes have occurred since 1878. In 1980, as a result of County re-organisation, the school became separate First and Middle schools catering for pupils aged 4 to 8 and 8 to 12 respectively. The First School continued to occupy the original school site and the Middle School moved into a purpose-built unit on an adjoining site. In 1992 the First School had extensive building carried out, including the addition of a new hall.

In September 1994 as a result of the re-organisation of schools in North Warwickshire, Water Orton First and Middle Schools merged to become a co-educational primary school, catering for pupils between the ages of 4 and 11.

The majority of children come from the village of Water Orton, but sometimes children travel from further afield. The school admission number for 2026 is 45.

The school admission number means that the school is arranged into mixed age classes in almost all year groups in the school. The arrangements for these vary slightly over time depending on the numbers and needs of the children.

With High Speed Rail (HS2) literally on the horizon, the school benefitted from a brand new, purpose-built school and new Resource Provision building, which opened in September 2019. It is an exciting, modern development, which we are sure will serve the community for many years to come.

The school is well resourced with good facilities for teaching and learning.

The school grounds are extensive and include a large playing field, playground, multi-use games area, a pond and woodland areas and gardens/planters for growing. Our plans for developing the school grounds are exciting and aim to benefit children at the school and the wider community.

As was the intention in 1878, the school is very much at the heart of the local community and hopes to continue to maintain it community links going forward into the future.

OUR ETHOS

The school's simple motto is:

'Be the best you can be'

We want everyone within our school to get the most of their experience at Water Orton.

To do this we must strive to be the best person we can be, to work hard and challenge ourselves.

Values

The school has a number of core values which adults will model and we teach children to adopt. These are:

Respect – we accept everyone for who they are, even when they're different from you or we don't agree with them.

Enjoyment – we will try our best to try and get the most joy from our time in school.

Aspiration – we will set goals and work hard to achieve our dreams and aspirations.

Community – we are all a part of Water Orton Primary School and we will try to support and make our local area an amazing place.

Honesty – we recognise that it is always best to tell the truth





STAGES OF EDUCATION AND ORGANISATION AT WATER ORTON PRIMARY SCHOOL

Pre-School Age

The school hosts the **Tree House**. This is an independently run pre-school provider, taking children from the age of two years old. It works very closely with school and the vast majority of pupils from Treehouse move on to attend in Reception (subject to the admissions process). Treehouse also hosts a very popular **before and after school club and a summer holiday club.**

Early Years Foundation Stage, Key Stage 1 & Key Stage 2.

The Early Years Foundation Key Stage is for children up to when they leave the Reception Year at school.

Key Stage 1 is for children in Years 1 and 2.

Key Stage 2 is for children in Years 3, 4, 5 and 6.

At Water Orton Primary we operate mixed age classes in all year groups of the school in order to organise our year groups of 45 pupils into classes of around 30 pupils.

During your child's time at Water Orton, they will be in a mixed aged class. The school has operated this system very successfully for many years and this arrangement has been praised by pupils and by OFSTED. If you want to know more about how this works, please ask.

Why We Choose Continuous Provision in Year 1

At our school, we know that children learn best when they feel happy, confident, and engaged. That's why we extend *continuous provision* as children move from Reception into Year 1.

Because we have mixed ages classes with both Reception and Year 1 pupils, this gives us the ideal opportunity to put this into practice.

Continuous provision allows children to explore, play, and learn in a hands-on, meaningful way. It builds on their experiences in the Early Years and helps make the transition into more formal learning smoother and more supportive. In Year 1, this means your child will still have access to carefully planned areas of learning—like construction, role play, creative corners, and reading spaces—alongside more structured lessons.

Educational research shows that young children benefit from a balance of play-based and adult-led learning. By continuing continuous provision, we're following evidence-based practice that supports children's development in communication, problem-solving, independence, and emotional well-being. It also enables teachers to observe children closely and tailor support to meet individual needs.

This approach ensures your child stays excited about learning while making strong progress across the curriculum. By combining research with our understanding of each child, we're helping every learner thrive in Year 1 and beyond.

THE CURRICULUM

At Water Orton, we teach the statutory and some non-statutory elements of the National Curriculum as well as knowledge and skills that we believe are essential for a full, broad and rounded education.

We ensure that our learners gain knowledge in stimulating lessons and activities; that they are able to generate real and relevant links in their knowledge in order to apply it independently and that they build webs of transferrable knowledge in order to ensure deep learning in all subjects. At Water Orton we know that developing children's language and vocabulary is key to ensuring success. As a result, vocabulary development is a high priority in all subjects and themes.

At Water Orton, we mainly organise our teaching of subjects through themes or topics. However, some subjects are taught discretely most of the time, either because we believe they are important subjects that need a specific focus (e.g. Mathematics) or because we wish to teach in meaningful linked lessons rather than make tenuous links to themes or topics. Throughout the year, we also teach subjects through themed days or weeks where there is a more intense focus on a subject discipline or on specific knowledge or skills.

The curriculum is enhanced with wider learning opportunities such as the use of clubs, visits, visitors and residential trips.

For some pupils, we may tailor the curriculum to individual needs – either through differentiation of provision or support; through challenge opportunities or through timely intervention to address slower progress or gaps in knowledge or understanding.

Early Years Foundation Stage

The curriculum for the early years underpins all future learning. The curriculum will focus on three prime areas which reflect the key skills children need in life:

- **Communication and language**
- **Physical Development**
- **Personal, Social and Emotional Development**



They must then be delivered through:

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

There is a strong emphasis on:

- **Playing and exploring** - Children investigate and experience things - 'have a go';
- **Active learning** - Children concentrate, keep on trying if they encounter difficulties, and enjoy school
- **Creating and thinking critically** - Children think of and explore their own ideas, make links between ideas, and develop strategies for doing things.

Key Stages 1 & 2

Teachers plan the programmes of study in consultation with each other so that there is continuity and progression in the work covered throughout the school.

English

In Reception, children are exposed to a rich repertoire of poems, rhymes and stories. They are taught how to pronounce speech sounds and blend them orally. An emphasis is placed on learning letters and sounds (phonics), as this is the foundation upon which children learn to read and write. We use the 'Little Wandle' phonics and reading scheme to teach reading to our youngest children.

Speaking and Listening, as well as role play/drama, are important ingredients in all lessons, developing children's thinking and social skills, as well as vocabulary and self-confidence.
We aim for each child to become a confident reader. Children carry out daily reading activities structured to their needs, which vary depending upon their age. Children learn about books and how to use them for finding information as well as for reading for pleasure. We make good use of our school library and reading with your child at home is an essential part of their development. We have an online reading scheme which is a very practical and accessible way to support the use of real books at home.

Children, as they develop, are taught to write in various ways including: story-telling, descriptive writing, factual writing, poetry and script-writing. The school aims to teach pupils to spell correctly, to write neatly and to use increasing precision in their use of grammar and punctuation. The school adopts the 'Letter Join' approach to handwriting from Reception, to help improve fluency, presentation and the speed of children's handwriting.

Maths

Competence in maths is important in its own right and in its application in real life situations.
Children will need to be able to work mentally and should develop agility and recall in number bonds and times tables. Knowing these number facts and understanding how to use them is at the root of good maths teaching and it is important that children apply this in everyday situations and that they can express themselves clearly. We use the research-based maths mastery approach in all year groups of the school.



Science

The approach to science in school is practical and activity based. Children plan investigations, predict outcomes and are encouraged and challenged to ask, "What happens if...?"

We develop observation skills and encourage curious minds with a scientific approach to problems. The work follows a topic-based approach and will cover aspects such as: working scientifically, Plants, Animals, Everyday Materials, Light, Rocks, Matter, and Earth and Space, using computers to support science with a range of sensors, digital microscopes and experimental programs.

Computing

Computing is taught as a subject in its own right as well as being an integral tool for both teaching and learning across the curriculum. Skills in computing are essential to equip our children for their future lives in the 21st century. The curriculum is planned to allow pupils to develop excellent skills in word processing, handling data, computer science and programming, animation, as well as how to use the Internet and electronic devices safely to communicate and find and use information. The school is very well equipped, with Chromebooks, Clevertouch interactive screens, laptops and iPads to support this area of the curriculum.

Design Technology

Children are given opportunities to design, plan, make and evaluate a variety of things. These could range from designing a soft toy for a toddler, to designing a layout for a supermarket or planning and cooking a meal.

Expressive Arts

The school takes pride in providing a wide range of opportunities for the children to express themselves through the media of art & design, music and physical education.

Art and Design

Children engage in art & design in many ways through:

- visiting artists
- sketchbooks and drawing, using a variety of
  - media
  - 3D sculpture and clay
  - crafts and needlework
  - exploring art in history and other cultures



Music

Each class has regular music lessons where children are encouraged to make, sing and listen to music, both modern and classical. All pupils learn to play an instrument in year 3 (so far the recorder and the Ukulele) and in addition, children also have opportunities to receive tuition from specialist teachers. There is a termly charge, paid in advance, for this tuition which is provided by a specialist company called Independent Music Solutions.

Physical Education



The school promotes regular physical activity, in PE lessons and to support general well-being. The school uses its Sports Premium funding to subsidise the employment of specialist sports coaches to work in school. The focus is on fun, fitness and enjoyment; the benefits of teamwork, participation and competition, having a healthy lifestyle and development of sporting skills across a range of disciplines. The school participates in a wide range of competitive sports and continues to have considerable success with a well-stocked trophy cabinet.

Spiritual, Moral, Social and Cultural Understanding (Multicultural / Community Cohesion / Citizenship)

The understanding of our own and other cultures and societies are the foundations of learning in all subjects. The school promotes tolerance, democracy and British values and local schools work together on projects such as multicultural festivals, concerts, sporting events and learning days.

Religious Education



This does not technically form part of the National Curriculum, but holds a special place in our curriculum. R.E. is taught as part of the Spiritual, Moral, Social and Cultural framework. It includes work on both the Christian religion and other major world religions and also requires children to think about a number of moral issues. The school has daily collective worship for all pupils, which is non-denominational yet of a broadly Christian character. **The school is closely linked with the Diocese of Birmingham** and local clergy, children's and family missioner and Christian groups lead assemblies regularly.

The school aims to provide positive experiences of awareness, tolerance and understanding in the multi-cultural world in which we live. As a school we adopt the principles of PREVENT and anti-radicalisation and as such, prejudice, racism or intolerance is not acceptable at Water Orton Primary School.



If you do wish to withdraw your child from R.E. or the daily collective worship, please contact the Headteacher to discuss this.

History and Geography

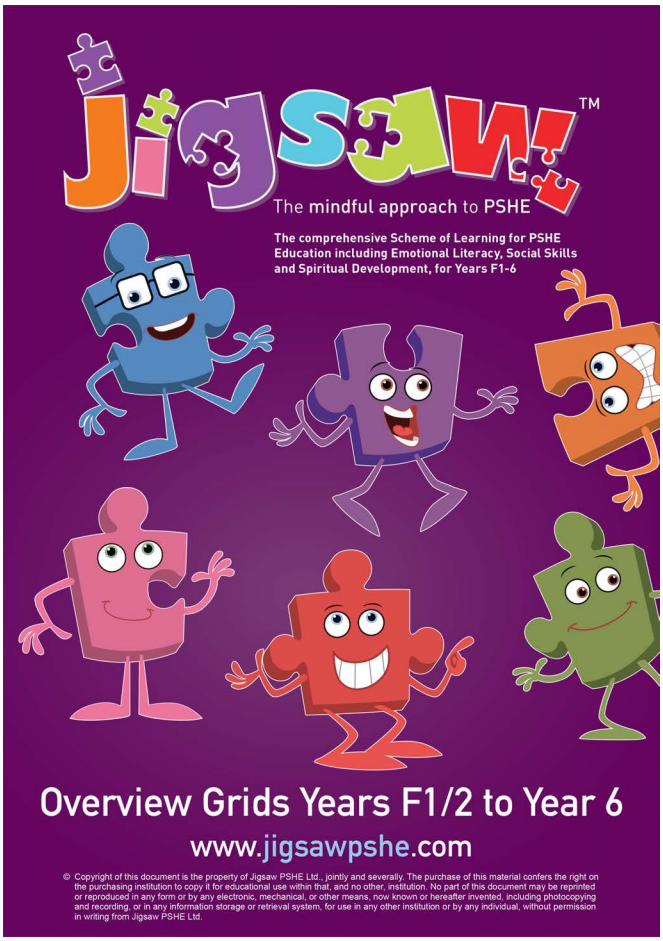
These subjects are taught through themes and topics. Children develop a good understanding of the world in which they live. They develop knowledge of places and environments and an understanding of maps as well as learning about the environment and sustainable development. The school puts a strong focus on being eco-friendly and sustainable.

Personal, Social, Health Education and Citizenship

During their time at Water Orton Primary School, children will complete a number of projects which focus on Personal, Social, Health Education and Citizenship where they will learn how to care for themselves, how their bodies work and how to become responsible citizens and children learn about life skills, health issues and personal safety in today's world. All children will take part in **'Life Education'** and **'Taking Care'** (also called Protective Behaviours), projects endorsed by Warwickshire County Council that teach children about keeping themselves safe in a range of situations.

The school uses the 'Jigsaw' scheme, which is a scheme of work covering all key areas of the PSHE (&C) curriculum.

The school also links up with health visits and annual checks carried out by **Compass** who provide health advice in a similar way to 'the school nurse' in days gone by.



The school has a Mental Health Lead who leads mindfulness and wellness clubs teaching the children relaxation and mental health well-being exercises.

We work closely with the Warwickshire Road Safety Team, who visit regularly to present assemblies and workshops for children on crossing the road safely and safe scooting and cycling. Children in KS2 also have the opportunity to learn to cycle safely and pass a safety certificate.

The school also does a lot of work to support pastoral care and representatives from St Peter and St Paul's church also organise: 'Through the Keyhole' and Moving On'.

Relationships and Sex Education (RSE)

In a similar way to PSHE, RSE is taught following the **Jigsaw Unit 'Changing Me'** programme which is a framework to educate children throughout their time in school, not just in Year 6. It is not taught in isolation, but is presented in a cross-curricular way using materials appropriate to the age of the children. We provide online information for pupils and parents to work on at home, together with school to raise and answer questions. This method is found to be supportive to parents in helping children cope with the physical and emotional aspects of growing up. Parents are invited to explore the information on the school website and give their views about RSE in school. Parents have the right to exempt their children from the three specific lessons relating to Sex Education. Anyone wishing to do so should contact the Headteacher.

Modern Foreign Language

Children are encouraged to have fun exploring other languages. The school offers French for pupils in KS2 and offers the opportunity experience a wider range of languages, including British Sign Language.



Clubs and Sporting Activities



There are a large number of flourishing clubs and activities which are held mainly after school. These vary according to the time of year, but in the past, they have included: Gymnastics, Multi-Skills, Cricket, Tennis, Dodge Ball, Newspaper Club, Football, Team Sports, Fun Club, Song Squad, Cooking, Sign Language Club, and Finger Knitting. Clubs are also used to support learning and well-being.

Sport is a very important part of Water Orton. It encourages aspiration and challenge and the school has won many trophies, however sportsmanship and enjoyment are also equally highly valued.









SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

The school has a Special Educational Needs and Disability Policy. The aim of this policy is to enable pupils with special educational needs or disabilities to reach their full potential and to be included fully in our school and local community. The school complies with the need to meet 'The Local Offer' and statutory information is published on the school's website.

The school recognises that early identification and assessment of need is paramount and where a child is identified as having special educational needs we aim to work with the child in partnership with the parents, governors, support services and outside agencies where applicable. If children are identified as having a special educational need or disability, the school will review its provision for that child. Most needs can be met in class by 'Quality First' teaching, however in some cases a child will have an individual plan in which targets are identified and progress evaluated at the time of review. If your child needs additional support, their needs will be discussed with parents and carers on an individual basis. Our school has a long history of successfully nurturing, supporting and being inclusive including for children with learning difficulties such as: Dyslexia, Autistic Spectrum (AS), Down's Syndrome and Speech & Language Difficulties into mainstream education.

In 2016, Water Orton opened a Resource Provision called 'Evergreen'.

This provision supports children with Autistic Spectrum and complex communication and social interaction difficulties. There is an independent admissions process for this facility. Details are on the school's and Warwickshire websites: http://www.warwickshire.gov.uk/send.

It is our policy to value children as individuals. Our school has clear policies on Behaviour Management, Anti-bullying and Equal Opportunities. Such policies are monitored and updated regularly and their content is treated seriously by staff and governors. These policies, together with high standards of pastoral care, aim to prevent **any** pupil from being treated less favourably than others on the grounds of race, gender, sexuality or disability.

As required by the Equality Act 2010, the school has an Equality Statement and Accessibility Plan. This identifies improvements to increase access for people with disabilities. This plan is updated and monitored by the governing body.

The new school site is fully accessible and on ground level. The school has worked with the Local Authority and contractors to ensure the facilities meet the needs of pupils and adults with disabilities. Two disabled access toilets are available.

The school has a website which is accessible to people with different disabilities including, vision impairment and differences of language.

RELATIONSHIPS AND BEHAVIOUR AT WATER ORTON PRIMARY SCHOOL

At Water Orton Primary School, we encourage every child to 'Be the best they can be'. We aim to provide a happy, caring and stimulating environment where every individual is valued and where children are motivated to achieve their potential. We believe that a calm and orderly environment is essential if children are going to learn most effectively. As a school, we focus on building positive relationships between children and staff and we understand that part of our role is to help our pupils self-regulate their own emotions and behaviour. Through this, we actively encourage reflective thinking and help pupils to understand their own emotions and feelings in order to make positive choices.

Excellent behaviour is at the heart of productive learning. There is an expectation that everyone maintains the highest standards of personal conduct, to take ownership of their behaviour and to encourage others to do the same.

Children learn this through modelled good practice where all adults model positive learning behaviours and develop respectful and trusting relationships with the children. We believe that behaviour is learnt and that it can be changed or re-learnt.

PUPIL PREMIUM

The school receives funding from the government to help support children whose parents are entitled to Income Support and also for children who are adopted, in the care of the Local Authority (Looked After) or have a parent serving in the armed forces. This funding is known as Pupil Premium. Children in receipt of pupil premium are also entitled to free school meals.

It is important that you record these details on your registration form and if you think your child may be eligible for Pupil Premium please contact the office (in confidence) to register them. Even if you do not wish your child to have free school meals, registering will mean the school can still claim Pupil Premium funding that may be used to help your child. **The school offers a one-off annual payment of £50 toward the cost of school uniform for all children eligible for Pupil Premium (on production of a valid receipt). If you think your child is entitled, please speak to a member of the office staff.**

The extra money paid to the school by Pupil Premium is used to provide additional teaching support in a range of ways, extra resources such as reading books or used to fund participation in extra-curricular activities and school trips. Further information about how the school uses pupil premium funding is published on the school website.

(Use of Pupil Premium to support external activities is at the discretion of the headteacher).

HOMEWORK

Homework is used to support learning across the school. By signing up for this school, parents agree from the start to support their child and clear guidance is given on how to help and support their child at home. For children in Reception through to year 6 reading is the focus for homework and an app is used to record this. As children progress through the school, the amount of homework, and the level of responsibility to complete it, increases accordingly. Therefore, in years 5 and 6 homework is based on revision tasks for SATS.

The school operates a number of web and app-based programmes to support learning. Please advise school via the Data Collection Form if your child does or does not have access to a computer or tablet for learning at home, so that we can make alternative arrangements.

VISITS

Throughout their school life, children will have the chance to visit a variety of places of interest. These will often be connected with the topic work which they are studying at that particular time. Many other opportunities occur through, competitive sports, activities with other local primary and secondary schools or collaborative events as part of the diocese.

Children gain a lot of enjoyment from visits away from school which considerably enhance and enrich their learning opportunities. Older children are given the opportunity of residential visits.



FINANCING SCHOOL ACTIVITIES

The Governors endorse the principle that education in normal school hours should be free to all children. The school's budget allowance pays for basic books and equipment, but will not stretch to cover things like educational visits, cooking ingredients and numerous other things which enhance the quality of education we are able to provide. There will be occasions therefore, when some activities e.g. educational visits, cooking and visitors to the school **can only take place if additional funds are generated.**

Currently parents may be asked to make a voluntary contribution to cover the costs of such activities. Participation will not be dependent on a contribution being made but, clearly, if contributions fail to cover the costs, the activity may not go ahead.

'Independent Music Solutions' provide instrumental tuition on behalf of the school. They operate their own direct billing system.

If you anticipate any difficulties in paying for visits / events we encourage you to contact the school office. **Grants may be available for local parents who are receiving income support or experiencing financial difficulties.** Please do talk to someone in the office to find out if you may be eligible. In addition, for the residential visits a saving scheme is operated in school to help parents pay for the trip in instalments.

HOUSES

Children are placed into house groups for some activities, to encourage team spirit and leadership skills. House groups are: Overton (yellow), Salisbury (red) and Wakefield (blue).



HEALTH, SAFETY AND WELL-BEING

Safeguarding - Child Protection and Safeguarding Procedures

The school takes its responsibility to safeguard all pupils very seriously. It has adopted all the requirements from Keeping Children Safe in Education and constantly reviews processes to ensure they are the best they can be.

The school takes part in Operation Encompass and communicates with local police forces in order to protect pupils. Further information can be found on our school website.

Staff at the school have a special responsibility for the supervision and care of children. Our daily contact with children means that we are in a good position to be able to detect any cause for concern regarding child abuse.

The Designated Safeguarding Lead (DSL) in school with overall responsibility for Child Protection is Mrs Smith (Headteacher). Other members of staff are also DSLs. If you have any concerns regarding safeguarding please do not hesitate to speak to a DSL.

If you would like to know more about this subject, polices and a wealth of support documents are available or our school website or on the Warwickshire Website: http://www.warwickshire.gov.uk/childprotection.

Illness and Accidents

The school has a system to inform you if your child is taken ill or is injured. First Aid required to treat minor injuries can be given to children in school. Minor injuries are reported to you by sending an accident slip home with your child. If your child is unwell or has a more serious injury, you will be contacted by telephone. Your help is essential in ensuring that **contact numbers of parents' work and home telephone numbers are kept up to date.** When medicines have to be taken during school hours, we will try to facilitate this, but consent with precise written instructions must be provided on the school's standardised form. Only in exceptional circumstances will we be able to accept the responsibility, but it is perfectly acceptable for you or a named adult to come into school to give your child the medicine.

Absence and Attendance Recording, Including Leave of Absence

If your child is unable to attend school it is essential that you inform us, by telephone or email, at the start of the school day, by 9.15 a.m. at the latest on the first day of absence. If the absence is likely to be prolonged, it is important that you keep us informed on a weekly basis. **Any child, who has to leave the school premises during school hours, must be collected and signed out by a responsible adult.**

The school is required to monitor attendance and to inform parents when absence from school reaches a threshold that may be impacting on learning and well-being.

Holidays

Any absence from school will have an adverse impact on a child's education and for this reason leave of absence for holidays during term time is **strongly discouraged.** Parents are not able to demand leave of absence for the purpose of a holiday as of right. However, requests to take holidays during school time may be granted in exceptional circumstances. The school will only authorise term-time holidays for up 10 days holiday absence in **special circumstances**, such as:

- For service personnel and other employees who are prevented from taking holidays outside term-time (and then, only if the holiday will have minimal disruption to the pupil's education – for example, holidays will not be authorised in test weeks or if a child's attendance record is poor)
- When a family needs to spend time together to support each other during or after a crisis.

If you need to do this, please complete the **absence request form**, available from the school office or on the school website. If the absence is for an exceptional reason, it is **sometimes beneficial to explain this in an accompanying note or to provide evidence from an employer.**

We wish to make it clear that for term-time holidays, **we cannot authorise** term-time absence taken for the following reasons:

- Availability of cheap holidays;
- Availability of the desired location
- Poor weather experienced in school holiday periods; and
- Overlap with the beginning or end of term.

Please Note:

Where a pupil has unexplained absence, we have to record it as 'unauthorised' and in the case of significant **unauthorised** absence, **poor attendance** or **persistent lateness**, parents should be aware that this may have legal consequences such as fixed penalty fines or further actions.

TERM TIME HOLIDAYS

When marking our registers, we will apply the national codes as outlined and regulated by the Department of Education guidance to accurately record and report attendance.

Leave of absence

The headteacher can grant a leave of absence when a pupil needs to be absent from school with permission. The headteacher will restrict leaves of absence to the specific circumstance set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. These circumstances are:

- Taking part in a regulated performance or employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances*

The headteacher can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings.

*The law states that a leave of absence may only be granted by a school if an application is made in advance and if the school considers there are exceptional circumstances relating to the application.

A leave of absence is granted entirely at the school's discretion. Permission may only be given by a person authorised by the school's proprietor to do so. Each application must be judged individually, taking into account the specific facts, circumstances, and relevant background context behind each request.

In general, a need or desire for a holiday or other absence for the purpose of leisure and recreation does not constitute an exceptional circumstance. Where a leave of absence is granted, the school will determine the number of days a pupil may be absent.

The school can only consider applications for Leave of Absence made by the resident parent. i.e the parent with whom the child normally resides.

Parents making an application for Leave of Absence are advised to provide sufficient information and notice to allow the Headteacher to consider all exceptional circumstances and notify the parents of their decision. The school may request further information or supporting documentation where appropriate.

If parents have not received notification or a response regarding the leave of absence application, it is their responsibility to confirm whether the leave is authorised prior to the start of the absence.

Where applications for Leave of Absence are made in advance and refused, the child is expected to attend school on the dates set out in the application. If the child is absent during that period, the absence will be recorded as an "unauthorised". If additional days are taken either before or after the requested period, they may also be considered as part of the leave of absence.

Applications for Leave of Absence that are not made in advance cannot be authorised in line with legislation, and any such absence will be recorded as 'unauthorised'.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

When absence is granted by the head teacher, the parent will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in a possible children missing from education procedure being instigated.

Penalty Notices

Penalty notices will be issued by the Local Authority on request of the Head teacher to parents or carers if your child(ren) are absent from school. Penalty notices will be issued in line with the National Framework for Penalty Notices. Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct WCC PN code of conduct.

The national threshold set out in the statutory guidance states that a penalty notice must be considered for 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10-week period may span different terms or school years.

The school will prioritise a 'support first' approach offering support to families in cases where it is appropriate. Penalty notices can still be issued where support is not appropriate, such as leave of absence in term time or when support has not been engaged with.

If the Local Authority believes a penalty notice would be appropriate in an individual case, the Authority shall retain the discretion to issue one before the threshold is met. An example of this is where parents are deliberately avoiding the national threshold by taking several term time holidays below threshold, or for repeated absences for birthdays or other family events.

Penalty Notices will be issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First penalty notice: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
- Second penalty notice within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.

A national limit of 2 penalty notices that can be issued to a parent of the same child within a rolling 3-year period has been set within the National Framework, so at the 3rd (or subsequent) offence(s) a Penalty Notice will not be issued. The matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996 or alternative action may be considered including other legal interventions.

EVERYONE IN THIS SCHOOL HAS A RIGHT TO BE SAFE

Aggressive, violent or antisocial behaviour will not be tolerated in this school.

Any person not adhering to this rule will be asked to leave the school site. You may also be asked to conduct future communication in writing only. In persistent or extreme cases persons may be excluded from the school site and where necessary this will be legally enforced.

Please note that this includes anger or raised voices towards staff, pupils, parents or other people's children. It also includes phone calls, voicemails, email or communication which are (in any way) aggressive or confrontational in tone.

The Tree House Out of Hours Club

A ‘Before & After School Club’ is operated on the school site for children attending Water Orton Primary School. This is operated by Treehouse, who also provide independently run pre-school provision on site. There is a charge, based on the length of time children are being looked after. Further details can be obtained by telephoning 0121 747 3923 between 3.15pm and 6.15pm on any school day or by following the link on our school website.

The school also hosts a number of holiday clubs. Details are normally published in newsletters prior to the relevant club taking place.



SCHOOL UNIFORM

Please see the accompanying pages.

This also includes updates about school uniform, PE kit and where to buy it.

Pupils will be expected to wear their PE kit to school on days that that have PE.



Jewellery

The wearing of jewellery in school is **not allowed**. Rings, bracelets and earrings can cause very unpleasant injury during play and physical activity. Children with pierced ears must wear only earrings of the stud variety and must be able and prepared to remove them for PE lessons. All jewellery **must** be removed for PE and games lessons. Staff are not permitted to assist children with the removal of jewellery. Sleepers are particularly dangerous and are not permitted to be worn at school. These procedures have been put into place to help keep children safe.

Hair

To avoid accidents or the spread of head lice, we ask that children with long hair have it tied back.

MEALS IN SCHOOL

Lunchtime Arrangements

All children have an hour-long lunch break in school to eat and to play with friends.

School Lunches

The school actively encourages children to eat a healthy diet. All children in Reception, year 1 and year 2 are entitled to a free school meal. Free school meals are also provided to children in years 3 to 6 whose parents are in receipt of Income Support and have applied to receive them. Parents are provided with a copy of the current menu on a regular basis. The menus are available on the school newsletter and the school website. We operate a band system, with meals cooked to order each day, ensuring children receive the meal of their choice.

Sandwiches

Children whose parents prefer them to bring a packed lunch may do so. For younger children it is important to send food that your child can manage, e.g. only send an orange if they can peel it themselves. Healthy choices are encouraged. Please do not send sweets or bars of chocolate. All pupils need to provide their own water bottle to have with their packed lunch. Please do not send glass bottles, vacuum flasks, canned, squash or fizzy drinks to school. Please label all containers.

Drinks during the Day

At morning break, milk and orange juice is provided for children who want it. Milk must be ordered directly by parents from 'Cool Milk at School' via their website at www.coolmilk.com. The milk is free to children who are under 5 years old. Orange juice can be ordered via school on a termly basis at a cost per day. All children will be able to fill their water bottle in school to drink from throughout the day. Only water is allowed during lesson times.

Break Time Refreshments

Fresh fruit is currently available free of charge for all children in reception, Year 1 & 2. Children in the Juniors may also bring in fresh or dried fruit for morning break. Please be aware that other break time snacks such as chocolate or crisps are not permitted. Please ensure break time fruit is packed separately from packed lunches.



PAYING MONEY INTO SCHOOL

The school operates a payment system called the **Schoolcomms 'Gateway'** which can be accessed through a web address. www.schoolgateway.com or via an app for apple or android devices.

This is our main method of payment and we run a 'cashless system' in school.

If you are unable to use the online payment system and **are** sending money into school, cheques are preferable to cash and unless otherwise specified, they should be made payable to **Water Orton Primary School**. Cheques/monies must be in a suitably labelled and sealed envelope, **preferably sent in with your child and handed to the class teacher.**

DINNER MONEY IS PAYABLE ON THE FIRST DAY OF THE SCHOOL WEEK.
Dinner money can be paid weekly, monthly, half-termly or termly. Please use the Schoolcomms system if possible. If paying by cheque please make payable to **WOPS-WCC.**

PARENTS AND SCHOOL

There are opportunities throughout the year for you to discuss your child's progress at specially arranged Parents' Evenings. You will also get a chance to come to special curriculum evenings, open days and workshops, concerts, etc.

If you do have a problem, **please** come and talk about it at an early stage. Wherever possible, staff will try to be available to discuss any concerns with you before or after school. Most matters can easily be resolved if you **talk to the class teacher informally first**. However, should you need a fuller discussion with your child's teacher, you can book an appointment.

Should you continue to have concerns, the year group's leader for your child's class will be happy to discuss the matter with you. An appointment can be arranged with the office. If your concerns are still not resolved, please contact the school office, who will be happy to make an appointment for you to meet with the Headteacher or Deputy Head. **We try to acknowledge an issue with a phone call or email on the same day, so that you know we are dealing with your concern and then follow it up fully with the parent when we know all the facts.**

We enjoy positive relationships with parents and will strive to resolve any concerns at an early stage. However, there is an official complaints procedure, which is available on request and on our school website.

Parental Support and Participation

Parental support and participation is highly valued. The school cannot function without the positive involvement of parents. The school has a **fundraising committee made up of parents, members of the community and staff.** The fundraising committee gives valuable support to the school and arranges a number of activities for both parents and children. We encourage you to support the PTA and help us organise events. Our Governing Body includes several **'Parent Governors'**, please contact any governor via the school office if you are interested in taking on this role.

Parents can help school in a variety of ways by:

- Reading with your children at home
- being positive about school
- helping with any project work children may have
- ensuring that any homework is completed and handed in on time
- finding time to talk to pupils about their school work and sharing their successes
- sharing the pleasure of children's books
- coming to the various functions arranged by school, particularly parents' evenings and workshops
- supporting the fundraising committee and its activities
- helping with extra-curricular activities
- labelling and marking all clothing and other personal items
- supporting behaviour strategies and disciplinary decisions
- becoming a member of the Governing Body
- working in the school (e.g. as a lunchtime supervisor)
- volunteering to help out in school, e.g. with reading, maths, art or trips

If you feel that you can help by volunteering your time, please complete a volunteer helper form (on the website) and return it to the school office.

ADMISSION ARRANGEMENTS

Parents requiring a place for their child at Water Orton Primary School are encouraged to visit the school at the annual Open Evening in the Autumn term. Details of this are advertised locally and are on the website. To ensure that your child is considered for a place to start school, you will need to register online with the Local Authority. Places will be offered during the Spring prior to them starting school the following September. Details of the induction programme are sent out shortly afterwards.

The Local Authority admits pupils into all year groups depending upon the availability of places. The school's pupil admission number (PAN) is 45 per year group. The appeals process is managed by the Local Authority. Children starting school for the first time, are admitted in the September of the academic year (September to August) in which they reach their 5th birthday.

Applications for admission to the school by pupils with disabilities and special educational needs are welcomed and it is our policy to treat each child as an individual. Please contact the Head Teacher to discuss your child's specific needs as early as possible in the application process.
Please note that there is a separate admissions process for admission to Evergreen.