



**L**earn

**P**rogress

**S**ucceed

**PROSPECTUS**



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## **School Contact Information**

### **School Address:**

Leominster Primary School  
Hereford Road  
Leominster  
HR6 8JU

**Telephone:** 01568 616919

**Email:** [admin@lps.hereford.sch.uk](mailto:admin@lps.hereford.sch.uk)

**School website address:** [www.leominsterprimaryschool.co.uk](http://www.leominsterprimaryschool.co.uk)

### **Head Teachers:**

Mrs H Lynch  
Mrs H Rees

### **School Business Manager:**

Mrs S Beaumont- Pike

### **Chair of Governors:**

Mr M Hawthorne

### **Education Department:**

Herefordshire Council  
Plough Lane,  
Hereford HR4 0LE





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## **School Structure**

### **Head Teachers:**

Mrs H Rees  
Mrs H Lynch

### **Assistant Head Teachers:**

Mrs G Eckley-Gardner (Years 1/2/3)  
Miss S Cartwright (Years 4/5/6)

### **Early Years Lead:**

Mrs J Bristow

### **School Business Manager:**

Mrs S Beaumont-Pike

### **Nursery Teachers:**

Mrs B Brown  
Mrs L Bufton

### **Nursery Nurses:**

Mrs J Watkins  
Mrs M Wright  
Mrs N Harris

### **Teaching Staff:**

Mrs J Bristow  
Mrs K Tisdale  
Mrs R Gunnell  
Miss S Powell  
Mrs J South  
Miss N Preece





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Mrs J Harrison  
Mrs L Rutterford  
Miss H Lloyd  
Mrs A Poyner  
Mrs G Eckley-Gardner  
Miss K Evans  
Mrs J Creswell  
Mrs A Brookes  
Mrs L Soper  
Miss R Hawthorn  
Mrs R Styles  
Miss T Cunningham  
Mrs L Linton  
Miss S Nash  
Mrs M Brookes  
Mrs O Thomas  
Miss V Pearson  
Mrs C Fletcher  
Miss S Cartwright

**HLTAs:**

Mrs L Pugh  
Mr G Cole

**SENCO:**

Mrs H Hough  
Mrs A Stephenson

**Teaching Assistants:**

Mrs S Cawley, Mrs K Pugh, Mrs B Nichols, Miss N Burrows, Mrs S Robinson, Mrs S Chandler, Mrs C Williams, Mrs S Newman, Mr G Cole, Mrs L Dorn, Mr A McShane, Mrs L Pugh, Mrs S Woodley, Mrs M Farmer







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**SEN Teaching Assistants:**

Mrs J Tan, Mrs S Davies, Miss C Davies, Mrs B Seabourne, Mr M Hardwick, Mrs C Hill,  
Mrs K Wilby, Mrs S Hunt, Mrs H Cole, Mrs N Howells, Mrs L Davis, Mrs A Liddall, Mrs  
T Powell

**Safeguarding Lead:**

Mrs H Lynch (DDSL)

**Safeguarding Manager:**

Miss L Jones (DDSL)

**Family Support Worker:**

Mrs H Smith-Hughes (DDSL)  
Mrs H Rees (DDSL)  
Mrs E Newton (DDSL)

**Lunchtime supervisors:**

Mrs Cole (Senior KS1 supervisor), Mrs Hunt (Senior KS2 supervisor), Mrs Brannon, Mrs  
Carver, Ms A Davies, Ms L Davies, Mrs K Davies, Mrs S Davies, Mrs Dean, Mrs Evans,  
Mrs Farmer, Mrs Seaborne, Mrs Tan, Mrs Taylor, Mrs Watton, Mrs Onyeke, Mrs  
Newman, Mrs Dorn and Mrs Robson

**Speech and Language:**

Mrs S Lloyd, Miss L Arnold, Mrs S Davies

**English as an Additional Language:**

Mrs H Hough

**Elsa Group:**

Mrs S Chandler, Mrs L Dorn

**Nurture Group**

Mr S Peet  
Mrs T Powell





**Sports Coach and PE Expert:**

Mr J Edmonds

**Administration Team:**

Mrs A Evans, Miss S Ballard, Mrs S Davies

**Site Manager:**

Mr A Corrigan

**Assistant Caretaker:**

Mr J Braithwaite

**Cleaners:**

Ms A Davies, Mrs Manning, Mrs Onyeke,  
Mrs Carpenter, Mrs Watton and Miss Dean

**Breakfast Club:**

Mrs C Williams, Mrs S Hunt, Mrs T Powell

**Wrap-around care:**

Mrs S Chandler, Mrs J Tan

**Wrap-around care cover staff:**

Mrs S Robinson, Mrs H Cole, Mrs S Davies

Please see our school website for the current staffing structure.



## Subject Coordinators

<b>English</b>	Mrs G Eckley- Gardner (Years 1, 2, 3)	Mrs L Soper (Years 4, 5, 6)
<b>Maths</b>	Miss K Evans (Years 1, 2, 3)	Ms A Brookes (Years 4, 5, 6)
<b>Science</b>	Mrs B Brown (EYFS)	Mrs J Harrison (KS 1)   Mrs M Brookes (KS 2)
<b>Geography</b>	Mrs R Gunnell (KS 1)	Miss T Cunnington (KS 2)
<b>History</b>	Mrs L Linton (KS 1)	Miss R Hawthorn (KS 2)
<b>RE</b>	Mrs L Rutterford (KS 1)	Miss A Poyner (KS 2)
<b>Art and Design</b>	Miss N Preece (KS 1)	Miss V Pearson (KS 2)
<b>Design and Technology</b>	Miss S Powell (KS 1)	Mrs R Styles (KS 2)
<b>PE</b>	Miss K Elliott (KS 1)	Mrs N Oakley (KS 2)
<b>Music</b>	Mrs K Tisdale (KS 1)	Mrs J South (KS 2)
<b>MFL</b>	Mrs J Cresswell	
<b>Computing</b>	Miss H Lloyd (KS 1)	Miss S Nash (KS 2)
<b>PSHE</b>	Mrs O Thomas (KS 1)	Mrs C Fletcher (KS 2)
<b>Forest School</b>	Mr S Peet	
<b>PTA</b>	Mrs L Bufton	Mrs B Brown
<b>Transition</b>	<p>Nursery- Reception      Mrs L Bufton</p> <p>Reception- Year 1      Mrs J Bristow</p> <p>Year 2- Year 3      Mrs G Eckley-Gardner</p> <p>Year 6-Year 7      Miss S Cartwright</p>	







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## School Governing Body

<b>Mike Hawthorne</b>	Co-opted Governor	Chair of Governors
<b>June Willis</b>	Co-opted Governor	
<b>Jill Grant</b>	Co-opted Governor	
<b>Helen Rees &amp; Helen Lynch</b>	Head Teacher	
<b>Victoria Pearson</b>	Staff Governor	
<b>Rebecca Morris</b>	Parent Governor	
<b>Tom Powell</b>	Parent Governor	
<b>Mark Simmons</b>	Clerk to Governors	

As a Governing body, we always welcome interest from anyone with suitable skills who would be interested in becoming a school Governor. Please contact the Chair of Governors via the school for further information.







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On behalf of all the children, staff and governors, we welcome you to LPS and Nursery. We are a vibrant and inclusive school, rooted in our local community which celebrates all our pupils' diverse backgrounds and talents.

We are a three-form entry school and have developed a strong and caring whole school community, which has helped us go from strength to strength. Our thoughtful and supportive staff and governors ensure our children are at the centre of everything we do. We firmly believe a happy child is a successful one, and intend that all children should enjoy their learning, achieve their potential and become independent long-life learners.

Our school building was opened in 2014 and was purpose built for the children of Leominster and the surrounding areas. It's well designed, providing lots of light and space, with up-to-date modern facilities throughout, enabling children to work in a calm and relaxed atmosphere. At the heart of the school day is our exciting and engaging Learning Challenge Curriculum that is enriched by regular trips and visitors, as well as new technology.

We are also fortunate enough to have extensive grounds with many outdoor learning opportunities. These include: forest school in our woodland area, a mud kitchen, excellent early years outdoor learning spaces, a vegetable garden, plenty of outdoor playground markings to support pupils in creative play and extensive sports ground facilities.

We offer wrap around care, providing a breakfast club from 7:45am and an after-school club, finishing at 5:30pm.





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In 2018, Ofsted graded our school as good, with many outstanding features.

We hope that our prospectus gives you an insight into the educational opportunities offered to our pupils and answers some of the questions that you may have as a parent or carer about your child's life at school. We know that choosing a school for your child is one of the most important decisions you make as a parent / carer and would strongly encourage you to come and visit us and see things for yourself. We would be happy to show you around, but please do contact the school first to arrange your visit.

Headteachers -Mrs H Rees, Mrs H Lynch





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LPS has high expectations of both learning and progress and ensures that children are taught to the highest possible standard. We are committed to children's well-being, providing all of them with the opportunities to reach their full potential.

Our whole school community, including pupils, staff, parents and governors have been involved in preparing our school vision, answering the question, *"What makes Leominster Primary School special?"* We have drawn on everybody's responses in order to write our school vision statements:

LPS inspires, challenges and nurtures the individuality of the next generation. We aim to prepare pupils for all stages of their education, as well as equip them with high aspirations for their future lifelong learning.

LPS provides high quality education in an inclusive environment, building a foundation for life. We ensure that all of our children believe in themselves and their abilities, aspire to be the best they can be and most importantly, want to learn, so that they can continue on their journey to achieve their dreams and goals.

We then went on to consult the staff, pupils, parents / carers and the community to think of a motto for our school, which sums up everything that we stand for.

Learn

Progress

Succeed

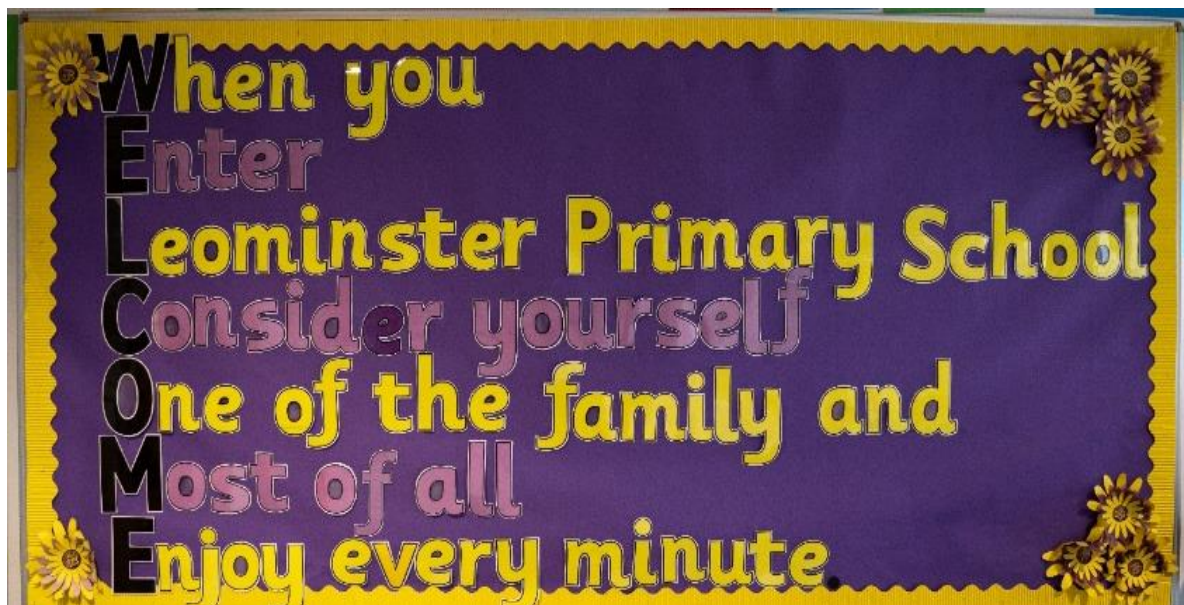




Within our vision statement we aim to:

- Provide a supportive, friendly and nurturing environment with a welcoming atmosphere, enabling all children to feel safe and secure, and know that they are always listened too.
- Ensure that all children, regardless of ability are able to access all areas of our curriculum and any extra-curricular activities held, enabling them to feel a real sense that they share, own and can make the fullest possible use of every opportunity provided.
- Help our pupils develop a love for learning, encouraging them to try new and exciting things, develop lively enquiring minds and give them a solid foundation to build on
- Promote the values of respect, helpfulness, generosity and cooperation in all aspects of school life, enabling each child to thrive in our school environment and in the wider world as future citizens
- Challenge lead each pupil to discover their special individual talents & develop an understanding that the talents we all have, are essential for successful learning.
- Work together, school, parents & carers to support each child's learning, through teamwork, tolerance & cooperation

Come along & visit our family & see what you think!





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## Values

Our school values define our community and enable every member of our school to prepare themselves for learning and life. Understanding each other and the remarkable talents we all have is essential to successful learning.

In addition to these key school values we also adopt the *Government* recommended British values to prepare children for life in *Modern Britain*.

We strive to instil all of these values into our pupils and within our whole school community.

Each year we focus on certain values within our assemblies and curriculum





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## Admissions

Leominster Primary School caters for pupils between the ages of 3 and 11. The Governors of Leominster Primary School will admit up to 90 pupils in any one year.

The Governing Body works with the Local Authority in order to ensure admissions are coordinated within the county, this includes admissions into our Reception classes and transfers from other schools.

Leominster Primary School has 2 Nursery classes. 26 children can be accepted in each of the morning classes, and 24 in each of the afternoon classes.

In the event that our classes are over-subscribed the authority will apply the following criteria to decide the order in which places should be

Should the number of applications exceed the space available the authority will apply the following criteria to decide the order in which places will be allocated on a waiting list.

The Local Authority will keep a waiting list on behalf of the school.

- 1- Those with special educational needs.
- 2- Those looked after by Social Services.
- 3- Children living in the catchment area of the school.
- 4- Children who have an older sibling at the school.
- 5- Medical, social or compassionate reasons.
- 6- Out of area children.
- 7- Other applications





Children who have a statement of Special Educational Needs are required to be admitted to the school which is named on the statement, even if the school is full. If a place becomes available in the school it will be offered in accordance with the waiting list priority.

Our administration team can be contacted should you have any questions.



## Attendance

Leominster Primary School has high standards in respect of punctuality and attendance. Both of these are crucial for pupils to be able to take full advantage of the educational opportunities available to them and in order to facilitate teaching and learning.

Children do not need to be on school premises before 8.35am, which is when our first set of gates open (unless they are attending before-school Breakfast Club).

### **Nursery (EYFS) Doors are open 8.50am – 9.00am**

(Morning registration is 9.00-9.10am. Afternoon registration is 1.00pm)

### **Reception (EYFS) Doors are open 8.40am – 8.50am**

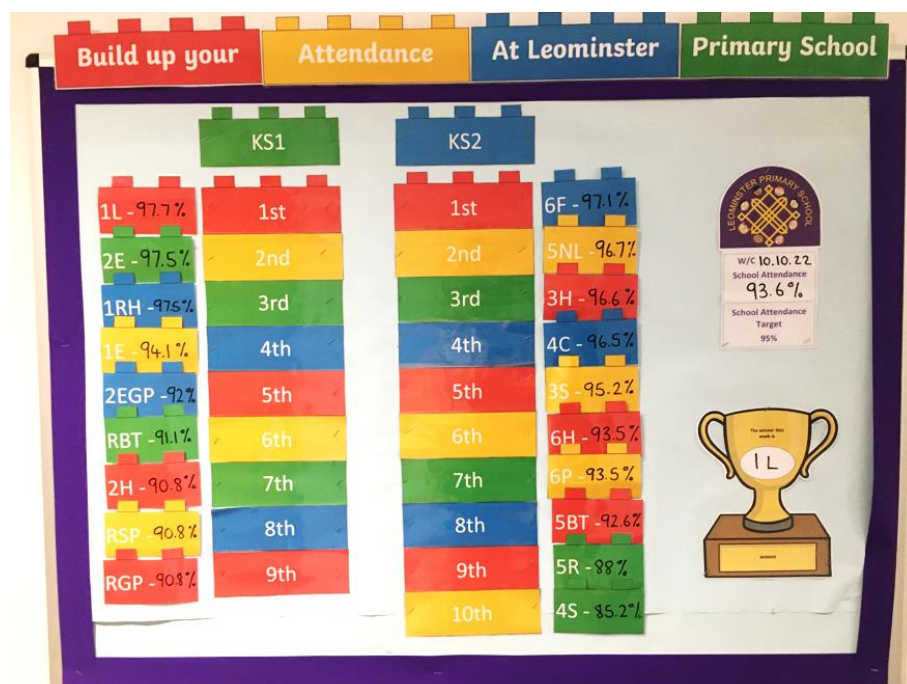
(Morning registration is 8.50-9.00am. Afternoon registration is 1.00pm)

### **Year 1 & 2 (KS1) Gates are open 8.35am – 8.50am**

(Morning registration is 8.50-9.00am Afternoon registration is 1.00pm)

### **Year 3, 4, 5 & 6 (KS2) Gates are open 8.30am – 8.50am**

(Morning registration is 8.50-9.00am Afternoon registration is 1.15pm).







Parents/carers are required to contact the school before 10am on every day of their child's absence with full details of the reason their child is absent and each subsequent day of absence, in person, by letter, by email ([admin@lps.hereford.sch.uk](mailto:admin@lps.hereford.sch.uk)), by phone (01568 616919) or by Parentmail.

As far as possible, parents/carers should attempt to book medical, dental and optician appointments outside of school hours. Where this is not possible parents/carers should provide a note and appointment card to the school office. Pupils will attend school before and after the appointment wherever possible.

Holidays within school term time are discouraged as Head Teachers are unable to authorise these. If parents believe, however, there are exceptional circumstances, a request must be made in writing to the Head Teacher beforehand.

Attendance records are kept and published as required by law and attendance of pupils is monitored regularly by the Safeguarding lead.



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## Break Time

Children in the Early Years Foundation Stage (Nursery and Reception) and Key Stage 1 (Years 1 and 2) are provided with a healthy snack during their first break.

Children in Key Stage 2 (Years 3, 4, 5 and 6) may bring a healthy snack from (such as fruit, yoghurt or a breakfast bar) from home.



## Milk

Our School Milk is provided by Cool Milk

School milk is free for under-5s, and for over-5s it is available at a subsidised cost per day. Each child that registers with Cool Milk will receive a 189ml portion of **semi-skimmed milk every day, delivered fresh and chilled to the classroom.**

*Cool Milk*  
**www.coolmilk.com**



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## Lunches

At Leominster Primary School, we are fortunate enough to have our own catering facilities. Our delicious lunches are cooked, prepared and provided by 'Dolce Schools Catering' on site from September 2022.

All children in Reception through to the end of Key Stage 1 (Year 2) are entitled for Universal Free School Meals.

This means you are able to take advantage of our menu provided by Dolce Catering, our new meals provider. Meals can be chosen from main, vegetarian, jacket potatoes and sandwich options with healthy snacks.

Meals can be ordered through the online School Grid system. Please speak to the administration team for further information.

Children, should they wish, may bring in their own packed lunch from home.

All lunches are eaten under the supervision of our lovely lunchtime supervising team. Water is provided.

Please note that we are a nut-free school and so, foods including nuts are not permitted on or provided at school, due to pupil and staff allergies.

We do not allow fizzy drinks or sweets in school and recommend a healthy well-rounded lunch.

Could parents and carers please ensure that they come to school with a labelled water bottle daily, and that if they bring a lunch box or bag, that this is labelled too.

Please ensure the school and Dolce are fully aware of any allergies.





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## Organisation of school day

We have 23 classes, including 2 Nursery groups. There are normally 3 classes per year group from Reception to Year 6, however, this can alter due to numbers.

There are also 2 Special Educational Needs Coordinators for Early Years and Key Stage 1, and for Key Stage 2. Our SENCOs ensure that the needs of the children requiring additional support are met fully.

The children in our Nursery and Reception classes follow the areas of learning set out in the Early Years Foundation Stage curriculum guidance. This beginning phase lays the basic building blocks for everything the children will learn and experience through their time at school.

The children in Key Stages 1 and 2 are taught the core subjects of English and Mathematics which are focused on during our morning sessions. We follow a creative curriculum (based upon a Learning Challenge) during our afternoons, where the foundation subjects are linked (where possible) to an inspiring and exciting overall topic based around areas of History, Geography or Science. These are taught termly or half-termly from Year 1 onwards and cover a range of different areas, skills and activities.

Our Foundations subjects covered include Science, computing, Religious Education, Physical Education, Design and Technology, Art and Design, History, Geography, PSHE (Personal, Social, Health Education), Modern Foreign Languages and Music.

The progress of our pupils is assessed regularly and recorded by teaching staff, and reported in writing to parents and carers at the end of each academic year.

National Standards Assessment tests/ tasks are given to Reception, Year 2 and Year 6 children. School-based assessment tests are used for pupils in years 3, 4 and 5. Whilst in Year 1, the children are also given the National Phonics test and those in Year 4 with have a National Multiplication test.







At Leominster Primary School, we use a range of different and effective teaching methods including whole-class teaching, group work, paired work and also 1:1 focused work. These are used to cater for the learning styles and needs of the individual child, as well as the topic and skill covered.

Teaching may take place in the classroom or another area of the school site in or outside (including our wonderful outdoor classroom, as can be seen in the picture below), or even off-site on an exciting and educational trip.

We are fortunate enough to have our own school minibuss that allows us to make journeys to many locations.

We have Parents evenings in the Autumn and Spring Term, where we warmly encourage parents to attend. You are welcome to discuss your child's progress at any time.

**If you wish to find out more about the curriculum your child is studying or how to support your child at home, please visit our website:**

[www.leominsterprimaryschool.co.uk](http://www.leominsterprimaryschool.co.uk)



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## The Learning Challenge Curriculum

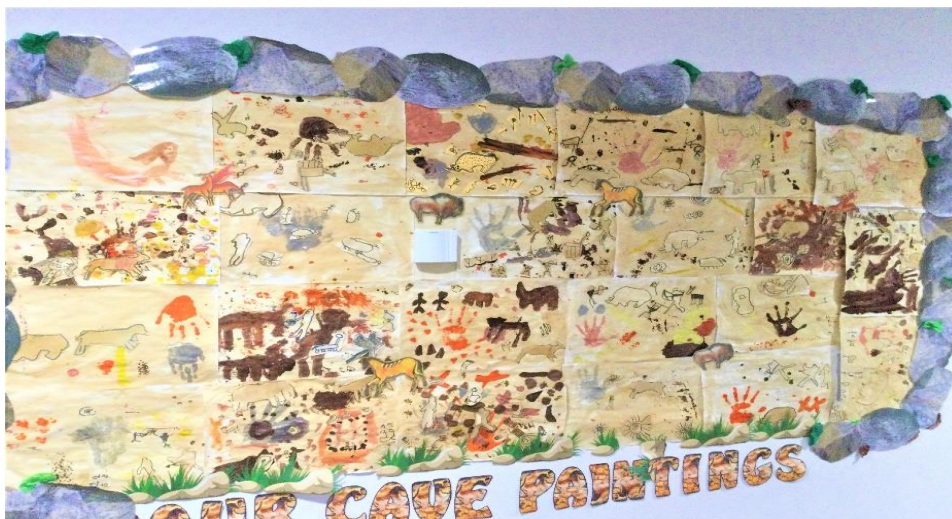
We recently set about changing our curriculum to ensure we had a broad and balanced curriculum that was creative and which often incorporates more than one subject into each lesson.

We decided to follow the learning challenge approach which puts an emphasis on pupils having a say in what they learn and encourages learners to work using a question as a starting point so that pupils' thinking and reasoning skills are developed across all subjects. It ensures pupils are much more conscious of their thinking and learning and that they think more about which aspects of the task will present difficulty so that they can develop problem solving skills. It ensures pupils reflect more on how they have completed tasks set and also ensures staff question pupils about their thinking.

In designing the curriculum, teachers and learners are using a **prime learning challenge**, expressed as a question as the starting point. Using the information gained from pre-learning tasks a series of **subsidiary challenges** are then planned. Each subsidiary learning challenge is also expressed as a question. **Pre-learning tasks** ensure that learners are directly involved in the planning process as they help to bring out what learners know, what misconceptions they may have and what really interests them.

Each Learning Challenge has a suggested 'wow' at the beginning of the challenge to engage the learners. The 'wow' could be trips to a local farm, train station or a chocolate factory. They could have visitors come into school from Father Christmas, emergency services or a story teller. They could experience a Victorian school day or take part in African drumming / dancing. It could be handling tropical animals or hatching chickens!

The curriculum is broken into year group expectations and has additional challenges for able learners.



In addition, there is an expectation that teachers apply English, Mathematics and ICT skills where it is appropriate to do so.

Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where **reflection** is seen as a very important part of individuals' learning. The learners will present their learning back to the rest of the class or another appropriate audience- making the most of their oral and ICT skills to do so.

The scheme of work has been created to help us deliver a very exciting and challenging history, geography and science curriculum based on the learning challenge concept. The scheme of work has been developed so as to ensure that we have full coverage of the National Curriculum. It follows the programmes of study for each key stage very carefully and provides the right balance between different aspects of History, Geography and Science. There has been an attempt to link either creative or expressive arts into each learning challenge so that there is a breadth and balance in the coverage as a whole.

Art, DT, Music and Dance knowledge, skills and understanding have been weaved into the scheme which ensures that we have progression and continuity in these subject areas too.

Finally, every attempt has been made to bring science, history or geography to life by taking starting points from the children's interests. In this way it is hoped that the foundation curriculum will be viewed as exciting and interesting as well as fun.





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## Early Years

The children in our Early Years Foundation Stage (Nursery and Reception) thrive in an environment crafted by skilled practitioners who understand the principles of Early Years education. Our Nursery and Reception staff work closely together to ensure that each child's time in our EYFS is as exciting, engaging and memorable as it can possibly be!

Staff observe the children learning through play, their interests and individual needs to enable them to carefully plan their next steps. Children are nurtured to love learning in a challenging, carefully planned and stimulating environment, providing them with opportunities to develop their characteristics of learning thus laying the foundation for future learning success.

At Leominster Primary School, we have three spacious and well-resourced reception classrooms, each with a toilet area attached. We also have two large Nursery classrooms, featuring a communal joined space and toilets. All classes have their own designated outdoor undercover area, as well as sharing a large playground with markings to encourage learning through play. Reception and Nursery share a grass area fenced off from the playground with large sandpits and a brand-new activity trail!

We carefully follow the statutory guidance for the EYFS and the Early Years Foundation Stage Profile is completed at the end of the Reception year.

The Early Years curriculum focusses on the development of young minds. Children are taught through fun-filled topics that stimulate the imagination and curiosity of our young learners. Our teachers plan topics which are often driven by children's interests and include both child- initiated learning as well as adult-led activities. In addition, children have the opportunity to explore both indoors and out!





The 'Birth to 5 Matters' document helps our teachers to plan appropriate lessons which challenge all pupils and help them to become well rounded individuals.

The prime areas of our curriculum focus on:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

In addition, children will also learn about the 'specific areas'. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.





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## Core Subjects

### English

The National Curriculum divides English into three areas:

- Speaking and Listening
- Reading
- Writing

At Leominster Primary School, we strongly believe that children's mastery of the English language and their ability to read, write and communicate verbally, with confidence, enjoyment and proficiency is the cornerstone to success and enjoyment in all other areas of the curriculum, and indeed, their future lives.

Our commitment to prioritise these vital life skills is reflected in our timetable, where English lessons are taught daily, as well as daily spelling and/or phonics sessions, guided, group and shared reading, as well as comprehension.

Being a 'core' subject, English is given high priority within the school day, however, the skills for English are taught and used throughout most of the timetable through other areas of the curriculum alongside them.

The children's enjoyment of the subject is enhanced by a range of trips, theatre productions and visitors which all help promote the importance of Literacy and make our topics come alive!

We believe it is crucial for children to develop a life-long love of reading and strongly encourage our children to read regularly to an adult at home.

In the EYFS, reading consists of two dimensions: language comprehension and word reading. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Throughout their time at school, each child will have their own specific visual targets to work on, to help them progress in writing and involve them more-so in the learning process.

We have adopted 'The Write Stuff' within our teaching, which gives the children manageable bite-size chunks in a structured and visually exciting way to help them develop their writing. This is taught throughout the school and covers a wide variety of different text-types and provides many different purposes for writing which develop through the school years.



Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme which we use throughout Leominster Primary School. It has a whole-school approach to teaching early reading and writing and enables children to read accurately, fluently and with understanding, to spell, and to write their own compositions.

Children in Key Stage 2 use the Accelerated Reader programme which focuses on pupils' understanding of what they have read. The children take an online quiz after completing a book at home and receive immediate feedback. They are able to respond to this regular feedback, which then motivates them to make progress with their reading skills

In addition to these, we also use Literacy Shed comprehensions which are based on non-fiction, classic fiction texts and also interesting Literacy Shed films to make the units interesting, enjoyable and exciting.





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## Maths

The National Curriculum aims to ensure that all pupils: become fluent in the fundamentals of mathematics, reason mathematically, can solve problems.

Leominster Primary School seeks to develop, broaden and deepen the children's skills in order that learners are confident mathematicians, deriving enjoyment and satisfaction from their achievements and recognising the relevance of the subject in everyday life.

There is a huge emphasis on encouraging children to use their knowledge of number and their understanding of mathematics to tackle problem solving, deepen their own strategies, and be able to communicate what they are doing clearly and logically. Children are encouraged to use a range of pictorial and concrete apparatus to support their understanding.

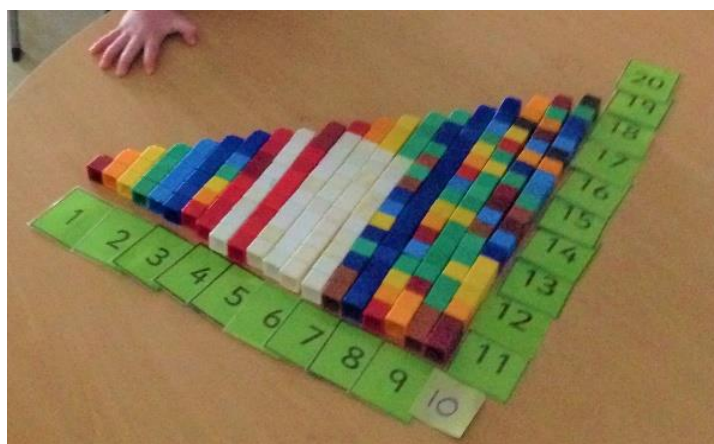
Beginning in the EYFS, Children will focus on numbers, patterns and connections, and spatial reasoning. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

As children progress through the school, their understanding and skills are deepened and developed in Number, Geometry and statistics. This will enable the children to develop a real mastery of their skills.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

We currently use White Rose and Nrich to support our children and to enhance their understanding of the number system, statistics and geometry and to promote a life-long value of the subject of maths and its importance.



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## Foundation Subjects

### **Geography**

Geography is one of the subjects that underpin our learning challenge curriculum questions for each half term, and is covered through a variety of stand-alone and cross-curricular sessions.

Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It explores the relationship between the Earth and its people, and stimulates curiosity and imagination. We aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

The Geography we teach at Leominster Primary School encourages children to learn through experience, particularly through fieldwork and practical activities, which take place on a regular basis.

Some of the exciting Geography topics covered include volcanoes, South America and rivers.



## History

At Leominster Primary School all children are provided with opportunities to develop their History skills through discussions, visits, topical events and stories. History is one of the subjects that helps shape some of the learning challenge questions we use. Some of the thrilling topics we cover include the Mayans, medieval Herefordshire and the Vikings.

Pupils should gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils are taught and encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. By investigating past events we aim to develop enquiring minds and provide opportunities for varied cross curriculum activities.



## Science

We believe the subject of science is important because it provides children with the opportunity to understand both themselves and the world around them and develop a sense of responsibility for the environment.

It is increasingly important that children appreciate how scientific and technological developments are shaping the world today.



Science in the National Curriculum states that 'A high-quality science education provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics'. Science is taught through stand-alone sessions, however, is linked to the overall year group topic, where possible.

To enhance the enjoyment and excitement around Science, we have a yearly whole-school Science Week and also Parental engagement workshops. Some of the stimulating topics that are covered throughout the school include Space, plants and the natural world, and electricity!



### Religious Education

Religious Education is taught through stand-alone sessions from the EYFS right to the end of Key Stage 2. The principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

## Music

Music is an important part of the academic, creative, social and community life of the school and is a foundation subject in the National Curriculum. It is taught as a discrete subject but is also taught through cross-curricular topics and events, including assemblies. There a variety of extra-curricular activities we offer, including choir and private tuition lessons.



## Physical Education

At Leominster Primary school, we aim to provide every child with the skills and knowledge needed to ensure that they lead a healthy, active lifestyle. Our Physical Education curriculum challenges and engages staff and pupils and provides exciting and stimulating experiences for our children. Our aim is to meet the needs of every child, providing equal opportunities for all. Children take part in a range of different physical sports and activities at least twice a week, as well as optional extra-curricular activities and clubs.

We are fortunate to boast vast grassy areas outside for athletics and games such as rounders and football, as well as a very large, fenced and marked sports area (the MUGA). In addition to this, the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 have their own large playground and grassed areas for many outdoor activities and sports.







We have a wide range of varied equipment for the children to use through their PE lessons, as well as at playtimes, lunch times and extra-curricular sporting clubs.

In the Early years Foundation Stage, Nursery and Reception children participate in sessions where they learn basic skills incorporating hand-eye-coordination and both fine and gross motor skills. As well as these adult-led PE lessons, the children are also able to free-flow and pick their own activities to enhance further physical development. Resources are both indoor and outdoor to allow the children to develop their physical skills.

Children in Key Stages 1 and 2 take part in a wide range of group and individual activities as set out in the National Curriculum, including gymnastics, dance, games, athletics, adventure and outdoor activities as well as swimming.

We are extremely fortunate enough at Leominster Primary School, to have our own fully-trained sports coach and PE expert who supports our children during PE sessions, sporting events and extra-curricular activities.

As a school, we participate in a variety of different sporting events and tournaments which is a fantastic opportunity for our children to represent their school.

Key Stage 2 children attend weekly swimming sessions at blocks during the school year at our local swimming pool in Leominster. The children are taught by fully-trained swimming instructor staff, lifeguards, and supported by teachers and staff at Leominster Primary School.

At the end of the school year, each year group from Nursery to Year 6 take part in a Sports Day, which parents are invited to watch.





## MFL

The learning of a foreign language, we believe, provides valuable educational, social and cultural experiences for our pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own abilities and those of others. Modern Foreign Languages are introduced in Reception and are taught right through the Primary School.

## Art and Design

We believe that "Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design." Central to this, is the role of the key visual elements. These are included within each unit of work, and are planned to ensure continuity and progression. Art, where possible, is taught linked to our learning challenge questions, however, specific skills and techniques are also taught as stand-alone sessions, including parental-engagement workshops and focus days.

We cover interesting topics such as cubism self-portraits, Banksy-style street art and creating Greek pottery.



## Computing

At Leominster Primary school, we intend to prepare our pupils for their future, in the digital world, by providing them with various opportunities to gain knowledge and develop their skills.

We teach computing using the aims and objectives from the National Curriculum, embedding it within other subjects in a creative curriculum. The use of technology is now essential in many aspects of life, both socially and vocationally, and it is seen as vital that children are equipped with the skills to embrace emerging technology and to use it efficiently.

Our computing curriculum focuses on the progression of skills in computer science, information technology and online safety by repeatedly revisiting these strands through a range of topics throughout each year group, therefore embedding learning and developing skills. We ensure that all pupils are competent in understanding how to use technology safely and how to safeguard their own personal data. Computing is taught as a stand-alone subject, however, linked to the Learning Challenge curriculum topic where possible.



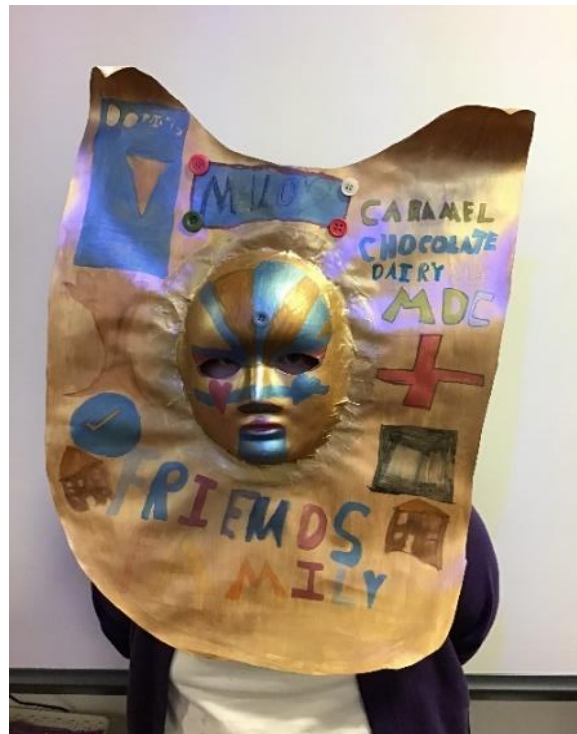
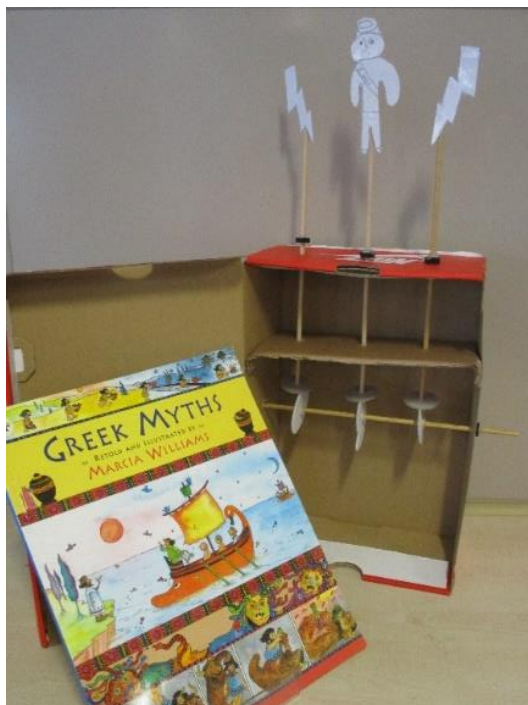


## Design and Technology

We value the importance of Design and Technology and the practical learning experience it provides. In line with the National Curriculum - Programmes of Study, we aim to teach a progressive range of skills, thereby developing a sound knowledge of the application of materials, tools and techniques.

Issues of safety are an intrinsic part of the teaching of this subject. Design and Technology is taught linked to an overall year group topic, where possible, and skills are taught and developed through the year groups.

Some of the topics covered include designing and making an Egyptian mask, designing and creating a moving vehicle and designing and making healthy snacks.







## PTA

We are fortunate enough to have a fantastic, committed and passionate group of parents and staff who form our Leominster Primary School PTA. The group regularly get together to organise events to raise money for our wonderful school.

Some of the events organised recently include Ice Cream Fridays, Discos, School Fetes, Bingo and competitions.

The money raised has been spent on our children in a number of different ways, including towards our school iPads, presents for the children at Christmas and the end of the school year, new equipment, interactive whiteboards and toys for our classrooms.

We always welcome any interest in the PTA and new members, please see our admin team for more information.



## Special Educational Needs

Leominster Primary School is committed to providing an appropriate and high-quality education to all of our pupils. All children, including those identified as having special educational needs and disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The term SEND refers to a small proportion of children who may require additional or different provision. This might be short-term, long-term, in their class or with a specialist Teacher or teaching assistant.

The needs might be emotional and social issues; physical difficulties or medical problems, sensory impairment; learning difficulties both general and specific; speech and/or language difficulties. If these factors are affecting a child's educational progress or they are at risk of being affected, they are considered to have 'Special Educational Needs'.

We are fortunate to have a fantastic team of dedicated and designated, caring professionals who are committed to enabling our SEND pupils to overcome any barriers to learning with the support, groups or interventions that they need. Our hardworking and specialist team on site include our SEN Coordinators (SENCOs), and our fully qualified speech and language department team. We also have our ELSA groups which are discussed further in the prospectus.

Should external agencies be required for further support or assessment, we will work with them and the families involved to ensure the most positive outcome for our pupils.





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## **Student and Family Support**

At Leominster Primary School, we have a dedicated team of qualified, caring and experienced staff who are committed to enhancing the lives of our children and families by providing support and guidance when needed.

By supporting the social and pastoral needs of our children, and the barriers that may prevent them from thriving, we are able to build confidence, develop self-esteem and provide them with the life skills they need. The barriers can be varied and many, however, we respond accordingly and refer to other external agencies if and when appropriate. Some of our groups include ELSA and 'The Nest'.

We offer a wide range of extra-curricular clubs and activities for our children, as well as class trips, visitors, residential trips and many other opportunities. We believe that these can improve social skills, build relationships and provide memorable personal experiences for the children.

As well as designated support for our students, our staff are on hand to support parents and families. This may be with meetings, support workshops and training, as well as family learning.





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## ELSA Group

ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help support the emotional needs of their pupils. As mentioned previously, we are fortunate enough at Leominster Primary School, to have fully trained specialist ELSA staff who can support our children.

ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed, and so our specialist staff are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs.

A lot of work that ELSAs do will be on an individual basis with one child, however, there are cases where group sessions may be appropriate such as when working on social skills and friendship skills.

There are a lot of emotional skills that ELSA can help with, including:

- Social Skills
- Bereavement
- Social Situations
- Therapeutic Stories
- Anger Management
- Self-esteem
- Real-life problem-solving skills
- Friendship

We are very fortunate and proud to be able to support our children with our ELSA sessions at Leominster Primary School.



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## The Nest

As highlighted earlier, we are proud to have a small and dedicated focus group at Leominster Primary School called 'The Nest'. This is run by two members of highly-skilled staff to cater for our children's specific needs.

In 'The Nest' Nurture Group, our approach offers a range of opportunities for children to engage with nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.



## PSHE

At Leominster Primary School, we are committed to providing Personal, Social and Health Education (PSHE) and developing our pupils' spiritual, social, moral and cultural understanding as part of our broad and balanced curriculum.

It is a carefully planned programme of learning through which children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe and to prepare them for life in a diverse society now and in the future. As part of our whole school approach, our PSHE curriculum develops the qualities and attributes that children need to manage life's opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and as active participants in society.

By building self-esteem, resilience and empathy, our effective PSHE programme can tackle barriers to learning and raise aspirations for our pupils. Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral part of teaching and learning. Areas covered include the following:-

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour





The resources for each lesson consist of a detailed lesson plan, a PowerPoint presentation and a resource sheet, where appropriate. Lessons are designed to be delivered in a creative and stimulating way, incorporating a range of approaches such as quizzes, discussions, drama, games and art. This ensures that the lessons are inclusive and can meet the needs of all children. PSHE lessons will have a specific place on the timetable and each unit will be delivered over half a term. In addition to these discreet lessons, the PSHE curriculum will be supplemented and enhanced by visiting speakers (such as dentists and experts from dog charities) and workshops (for example, the 'Star' programme run by West Mercia police, pedestrian training and NSPCC assemblies and workshops). Dedicated events such Children's Mental Health week, Road Safety Day, E-safety Day,

Cyber-bullying week and British Values Week will serve to reinforce learning and raise awareness of specific issues. Regular mindfulness sessions will be incorporated into the children's week.





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## **Sex and Relationship Education**

At Leominster Primary School through our PSHE curriculum, SRE (Sex and Relationship Education) is covered and taught in the context of relationships. It will promote self-esteem, emotional health and wellbeing and help our pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. Every pupil will receive their full entitlement to SRE, regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith.

All issues surrounding PSHE, including SRE are taught using a protective learning technique to ensure that pupils are not exposed to issues which they are not ready to handle. Using this technique, pupils are taught what to do and where to go if they ever feel unsafe or uncomfortable regarding sensitive topics and signposting to outside agencies is clearly encouraged. While we use sex education to inform children about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

It is important that the children know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help them to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion, at an appropriate age-related level, about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, at an appropriate age.





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## Forest School

Forest School helps to develop children's confidence, self-esteem and physical skills. It offers them opportunities to succeed and promotes life-long learning skills. It teaches children to care about the environment and broadens their knowledge of the world around them.

We are very lucky to have a fantastic Forest School site at Leominster Primary School that is organised and run by our Forest School-Trained member of staff. We offer Forest School sessions on a regular basis during the afternoons for all of our year groups, which the children absolutely adore! They can freely enjoy and explore the area safely under the supervision of our staff, as well as take part in activities, work as a team and learn new skills!

Some of the activities and skills taught include making dens, creating natural artwork, making homes for 'pebble friends' and making bread over our fire pit!





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## Eco School

Eco-Schools is Seven Steps designed to put young people like yourselves in control of environmental action in your school, local community and beyond!

When you have worked through each of the Eco-Schools Seven Steps you can apply for an Eco-Schools Green Flag Award, this tells the world how awesome our school is at protecting the planet! Eco-Schools is over 25 years old and schools in 70 countries take part in the programme!

We are currently working towards achieving an Eco Schools Flag Award and have an inspirational group of children from years 1-6 who attend our Eco School club every week. The club discusses ways in which the school can become more eco-friendly. One of our most recent accomplishments is collecting thousands of used batteries to be recycled from our families at school.



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## School Parliament

Our School Parliament is run and led by the children and supported by members of our staff. The school parliament takes an active role in making decisions and sharing suggestions on behalf of the children in school and allowing their voices to be heard. Regular meetings, within the classroom, focus on ways to improve the school and all suggestions come from our children. These suggestions are then fed back to the Senior Management Team through class representatives. This ensures all children have a voice.

Here are some of the ways our School Parliament have improved out school:

School playground design and new equipment, ideas for clubs and extra-curricular activities, introduced a 'Friendship Stop' to ensure everyone is happy at playtimes; focused on the importance of recycling and provided each class with a paper recycling bin, selecting our school motto.

## Young Leaders

During Key Stage 2, our children have the opportunity to become a Young Leader. Our Young Leaders have the important role of encouraging younger children to be active at playtimes by supporting them as well as organising and carrying out group games. They meet with a teacher once a half term to discuss games and activities they could run. The Young Leaders also support children to build friendships during this time too; a fantastic way to show responsibility and demonstrate our school values.





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## Extra-curricular activities

At Leominster Primary School, we offer a wide range of different extra-curricular clubs during lunch times and after school. We strongly feel that these help our pupils grow in confidence, form friendships and learn new skills by having fun!

These include many different sports, outdoor and indoor activities, music lessons, choir, arts and crafts, cooking and gardening. The clubs are run by our own dedicated staff, coaches and external agencies such as dance instructors and artists. The majority of our clubs are free to attend, however a few may have a small fee.

We also have lunchtime clubs that are run by our children. Examples of these include chess club, knitting club and an activity club.







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## **Breakfast Club and Wrap-Around Care**

To help parents and carers with childcare before school, we offer a breakfast club for Reception, Key Stage 1 and Key Stage 2 children. Bookings for these must be made a week in advance. A registration form must be completed prior to initially attending and booking forms can be accessed via our school website.

As well as enjoying a nutritious breakfast, children will be able to read, play games and partake in a variety of other activities under the supervision of our fully-trained staff.

Reception, Key Stage 1 and Key Stage 2 Breakfast club opens between 7.45am and 8.35am.

### **After School Clubs**

We are fortunate enough to offer our children a range of after school clubs which are run by our school staff and, at times, external agencies too. The majority of our clubs are free, however, there may be a small charge sometimes for special clubs. Places at after school clubs must be booked in advance. Please contact our administration team for further information.

### **Wrap-around Care**

We now also offer wrap-around care from 3.20pm until 5.30pm daily. Children have a delicious snack and play games and take part in activities with our lovely fully-trained team. Places must be booked and paid for in advance. The wrap-around Booking form can be accessed via our school website





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## **Communication**

At Leominster Primary School, we strongly value parents and carers as partners and feel children achieve their very best when we are all part of each child's learning journey.

There are many ways that we keep parents and carers informed and connected with us at school, and ways that you can find out about your child's individual learning, our classes, year groups and the whole school, as well as news, events and information. These include:

- Monthly whole-school newsletters;
- Termly year group newsletters;
- The school website;
- The school Facebook page;
- Outdoor noticeboards for each the year groups;
- Tapestry for children in EYFS;
- Regular Parents Evenings;
- End of year report.

At Leominster Primary School, we have an open-door policy and welcome parents and carers to contact us at any time, we will always be more than happy to discuss your child's learning and progress.

## **Parent/ Carer Involvement**

There are many ways for parents and carers to be involved with the school and we thoroughly welcome this. These include:

- Parental engagement opportunities throughout the school year, such as reading afternoons, painting workshops, Christmas craft sessions and subject or topic-based activities.
- Parental workshops, such as phonics, early reading and maths.
- Volunteer to hear children read during the school day.

Should you be interested, please contact our administration team.



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## **Responsibilities for Key Stage 2 children**

We actively encourage our older children to take on responsibilities around the school. These opportunities include:

- Supporting our younger children through organised games and play by becoming a Young Leader at Break and Lunch times;
- Becoming a Prefect in Year 6;
- Applying to become a House Captain or Vice-Captain;
- Being a representative for School Parliament;
- Monitoring the use of the stairs, corridors, library and dinner hall during lunchtimes;
- Welcoming visitors, parents/ carers and helping them during Parents Evenings, Open Days, Awards assemblies and school productions;
- Help lead charity events and promotional events for school.

## **Protocol for concerns**

It is in the interest of all involved that any concerns or complaints are resolved at the earliest possible stage. It is for this reason that we follow the protocol below.

Should you have any concerns or questions, please first speak to the class teacher or member of staff involved.

Following this, concerns will be then brought to the phase leader and then to the Head Teachers.

Should it be required, concerns would then be brought to the attention of the school Governing Body.





## British Values

In 2011 the Government set out its British Values' for life in modern Britain.

At our school we uphold and teach pupils about British values which are defined as:

Democracy  
Rule of Law  
Individual liberty  
Mutual Respect  
Tolerance of those of different beliefs and faiths

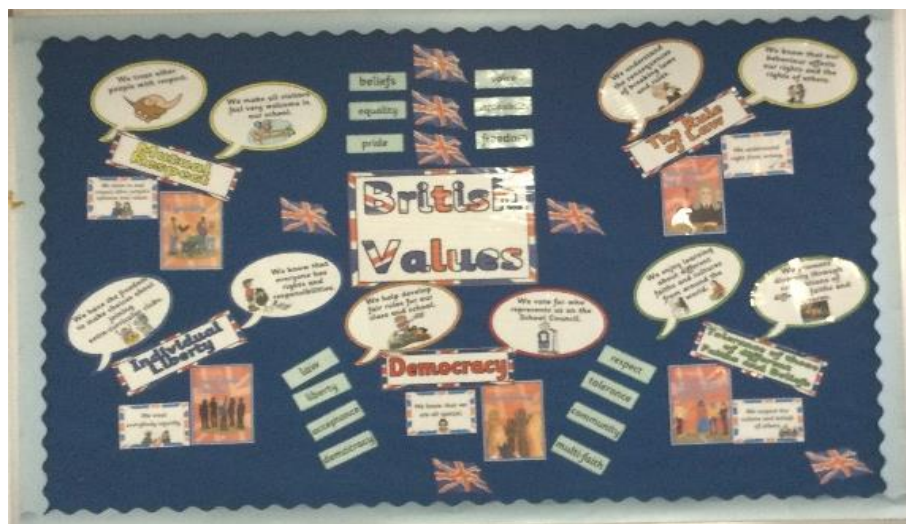
These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) and Religious Education (RE). We also teach British Values through our planned broad and balanced curriculum.

The school takes opportunities to actively promote British Values through daily Collective Worship and whole school systems and structures such as electing and running a School Parliament and plans to have an Eco Action Team. We also actively promote British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values.

At Leominster Primary School, these values are reinforced regularly.

### What is not acceptable at Leominster Primary School is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.





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## Equality

The Governors and staff of Leominster Primary School are committed to the principle and practice of equality of opportunity.

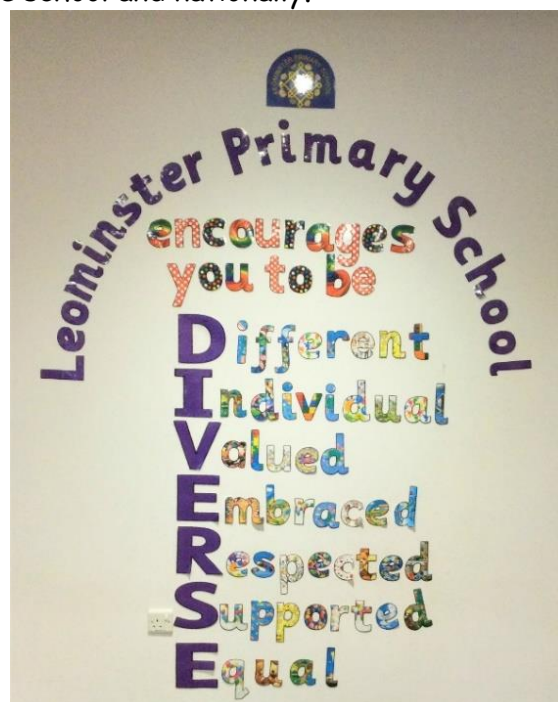
We have an inclusive ethos which means all staff, pupils and parents work together to ensure that everyone, regardless of race, gender, sexual orientation, disability or social background can thrive.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Leominster Primary School is committed to inclusion and addressing the needs of all of our children who experience barriers to their learning.

Through our PSHE, RE and assemblies, we ensure our pupils consider and value diversity and celebrate different cultural inheritances, even if they have little direct experience of them.

Pupils are taught to respect and celebrate difference and understand that everyone, regardless of race, gender, sexuality or disability has equal value. Staff model respect and understanding in all their dealings within school. Empathy and care for others are part of our core values.

We carefully monitor the progress of pupils who fall into particular groupings (Pupil Premium, Girls, Boys, Special Educational Needs, English as an Additional Language) and put in place strategies within and outside of the class to ensure that the educational achievement of other pupils, both within the school and nationally.



## Disabled Access

Our admissions policy does not exclude any child on the grounds of disability. Our school is easily accessible with wide paths as well as steps. Within the school itself, we have wide corridors and safety rails. Our school has three floors which can be easily accessed using our lift, if needed, as well as stairs. We have disabled-access toilet provision on every corridor for children and adults.



## Charging

All pupils are entitled to free education; this includes materials, and equipment during school hours.

In accordance with DFE and Local Authority guidelines there will be no charge for any activities that are an essential part of the National Curriculum.

The School will charge for:

1. Trips out of school hours;
2. For activities during the school day such as outings to museums and places of interest - voluntary contributions will be sought from parents/carers.
3. Parents will be asked to contribute to the cost of swimming lessons.
4. Breakfast club
5. Lunch time nursery club



6. Additional nursery hours that are not NEF funded

7. Music tuition (Individual or small groups)

8. Board and lodging costs on a residential trip

Where contributions are sought, failure to contribute will not exclude a pupil from a particular activity.

Reductions are available for residential trips for those children who are Pupil Premium.





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## Security

As a school community, the safety of our pupils, staff and families is of the utmost importance. For that reason, our school is surrounded by fences and secure gates to ensure the safety of our pupils. Apart from during drop-off and collection times, the office staff will need to give permission to anyone visiting on site and will need to be brought through the secure doors into school. All visitors and parent helpers will need to be signed in and will be given a lanyard badge to wear for the duration of the school day, this helps with not only safety precautions, but also should there be an event of a fire. All helpers and new employees must undergo an enhanced disclosure and barring check (DBS).

We kindly ask that parents report to the office if collecting their child outside of normal school hours. Children will not be allowed to walk home during the school day for appointments etc.

At the end of the day, children in years 5 and 6 (with written parental permission) may walk home. Children in EYFS, Key Stage 1 and Key Stage 2 (to the end of Year 4) must be collected by a responsible adult over the age of 16.

We thank all of our parents and carers for their continued support and partnership in keeping our pupils safe.







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## **Transport and Access**

The main gated school car park is for staff and visitors only, due to concerns for the health and safety of our pupils. The bottom car park is for permit holders only (e.g. blue badge holders). Parents/ carers may request a permit pass from the office and these are authorised by the headteachers on an individual basis. If authorised, permits will be issued which must be displayed in cars when parked in the bottom car park. This car park is monitored by staff to ensure the safety of all, and people without permits will be spoken to by staff.

There are also plenty of parking spaces along Hereford Road, which is the main road the school is on. We also ask that the main gates for school be kept clear at all times to ensure emergency access if possible if necessary.

### **Bus Services**

There are local buses that drop off and collect outside the school.

The 401 bus        8.38am/ 15.30pm

The 402 bus        8.42am/ 15.48pm





## Behaviour

At Leominster Primary School, we believe that positive behaviour should be promoted at all times and demonstrated in all aspects of school life. These positive behaviours include self-esteem self-discipline, self-regulation, positive relationships based on mutual respect, regard for authority and equality for all.

We acknowledge that behaviour can be a result of different factors, and so we are dedicated to providing a safe environment where positive relationships can be encouraged, shared and developed between both school and home life.

We praise and reward positive behaviour and challenge and potentially sanction poor behaviour to enable a successful and happy teaching and learning environment for all of our pupils.

We have implemented the 'Zones of Regulation' into our whole-school behaviour system as a positive and easy-to-use way to help our pupils become more self-aware and in control of their own feelings and behaviours. It is designed to help our pupils focus on regulating their own behaviour and feelings and features four coloured zones. These zones focus on feelings and enables children the opportunities to talk and think about their feelings and behaviour, as well as the tools and strategies they need for regulation, self-care and overall wellness.



Leominster Primary School understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. We use three different categories of rewards, these include:

- Social - praise and recognition, e.g. a positive phone call, letter or email home.
- Physical - material rewards, e.g. reward charts, stickers, certificates, prizes, well done notes
- Activity - activity-based rewards, e.g. extra play, free/choosing time, helping in another class, special responsibilities/positions.

Every class has two 'visuals' for recording positive behaviour, an individual format and a whole class format. The individual format records up to 30 stickers or Dojo points for each pupil. Pupils receive a sticker or Dojo point when they have behaved well e.g. really good sitting and listening, effort with work. When a child receives 30 stickers or points, they can choose a prize from the Headteachers, going to the prize cupboard as recognition of their positive behaviour. The whole class visual is for targeting whole class issues such as transitions between activities. When the visual is completed it leads to a whole class reward e.g. 30 minutes choosing time, extra music, art or PE sessions, puzzles, games or something else the pupils have chosen.





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## Sanctions

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a 7-step programme for handling challenging incidents.

After an initial incident of negative behaviour, the following sanctions are implemented:

W = warning

Step 1 = Warning

Step 2 = Warning

Step 3 = 5 minutes in the thinking area

Step 4 = 10 minutes time out in another class

Step 5 = Time out in another class for whole session and letter home

Step 6 = Time out with Senior Management Team and meeting with parents

Step 7 = Headteacher/Assistant heads/Senior Management Team Meeting

There are other agreed sanctions for unacceptable behaviour which may include:

- Loss of playtime
- Loss of privileges
- Confiscation of items
- Letter to parents
- Meeting with parents
- Bills to pay for damage
- Behaviour chart reporting to senior management team
- Sent to senior management team

Class teachers record all daily incidents whereby the step program is used with pupils. Concerns arising from this are discussed with the class teacher, parents and pupil and an individual plan of support is developed.





## School House System

At Leominster Primary School, the children in later Key Stage 2 (years 4-6) are allocated a 'School House' out of the following:

- Hazel
- Maple
- Chestnut
- Oak

Through the House system, children have the opportunity to win points for their given House, this might be through organised competitions, activities, events, work or even Sports Day.

Older children have the opportunity to become a House Captain or Vice-Captain to support the organisation of events and suggest ideas for activities, as well as being a fantastic role model for younger children by leading House meetings.

Rewards are given for the House with the most points at the end of the school year.





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## School Uniform

At Leominster Primary School, we strongly encourage all of the pupils to wear the following school uniform:

- A purple sweatshirt that is plain or bearing the embroidered school badge.
- Girls may wear a purple cardigan that is plain or bearing the embroidered school badge.
- A plain white or purple polo shirt (worn underneath).
- Boys may wear plain grey trousers or shorts.
- Girls may wear a grey pinafore, plain grey skirt or plain grey trousers.
- Grey, black or white socks.
- During the summer, girls may wear a purple/ white gingham checked dress and boys may wear a polo shirt (as above) with a grey bottom-half.
- Smart, low-heeled black shoes that are suitable for school. Trainers are not seen as sensible or healthy shoes to wear during a whole school day.

Sweatshirts, cardigans and polo shirts with the school logo can be obtained from Clubsport, Leominster.

**ALL CLOTHING MUST BE NAMED**

**CLUBSPORT**



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## PE kit

- Trainers or black plimsolls
- A plain white or purple round neck T-shirt
- Black shorts
- White or black socks
- In cooler months, children may bring a black or purple sweatshirt (with or without the school logo), and black jogging bottoms for outdoor games.

From Reception to Year 6, the PE kit will need to be brought into school in a suitable PE bag (purple with school logo or other), and will be kept in school to be changed into. This will be sent home half-termly to be washed.

PE sweatshirts featuring the school logo can be obtained from Clubsport, Leominster.





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## **Presentation**

At Leominster Primary School, we have high expectations for presentation whilst attending school, in addition to the uniform detailed previously, we also have the following recommendations and rules:

For health and safety reasons, we do not allow children to wear jewellery to school, with the exception of small stud earrings and a watch. Unfortunately, we cannot be held responsible for the loss of any jewellery brought in to school. For PE lessons, children are required to remove jewellery, or cover up small earrings with special tape or plasters.

We do not allow children to have any other kind of body piercing other than earring piercing. We also discourage the use of hair dyes during the school day.

For the prevention of head-lice, we strongly recommend that children with longer hair wear it tied up during the school day.

We understand that some of our Key Stage 2 pupils have their own mobile phones in Years 5 and 6 for safety purposes travelling to and from school. These must be handed to their class teacher at the beginning of the day and can be collected at the end of the day. If pupils in years 5 and 6 do bring a mobile phone to school, parents must sign a mobile phone consent form, which also explains the code of conduct allowed of phones.

Children may also bring a purple book bag featuring the school logo to keep reading books and diaries safe.

Children may also bring a small bag or rucksack to keep lunch, a drinks bottle and belongings.

**Please always ensure all belongings are clearly named**

