



Welcome to the Priestley Experience

I would like to take this opportunity to introduce myself and welcome you to Priestley Primary School. I am Andrew Marsh-Ballard and have been Headteacher here at Priestley since September 2005. Whether your child is starting school, or has transferred from elsewhere, they will be a member of the school at an exciting time in its history. It is a time of change and exploration with the intention of maximising your child's potential at Priestley.

This brochure will convey to you the aims, organisation and values of the school. However, seeing is believing, so you are warmly invited to come in and meet me and tour the school. This will allow you to experience the friendly, creative and stimulating atmosphere we generate.

In the constant strive to raise standards we feel that it is important not to lose sight of the child as an individual. We at Priestley value the contribution you make at home and are constantly looking to maximise this relationship and look forward to being able to work in partnership with yourselves in the all round development of your child.

Should you wish to arrange a visit or have any other questions please feel free to contact the school.

*Andrew Marsh-Ballard
Headteacher*



THE VISION

Creating opportunity, releasing potential, achieving excellence.

THE MISSION STATEMENT

Working in partnership with pupils, parents, staff, Governors and the wider community to provide a safe and happy learning environment where all pupils are supported to reach their potential, socially and academically.

THE CORE VALUES

- We know where we are going
- We will succeed
- We are working on this together
- We can get better
- Learning is for everyone
- We learn by trying something new
- There is always someone there to help
- Everyone has something to offer
- We can discuss our differences
- We feel good about ourselves

THE SCHOOL

Priestley Primary School is a Community School. It is ideally situated amongst several housing estates within half a mile of Calne's town centre in Prince Charles Drive. The school is set in extensive, spacious grounds. The school was opened in September 1969 and the building comprises of a two-storey classroom block with adjoining hall, kitchen and administrative accommodation. The building has recently completed a long overdue facelift. Further refurbishments are planned for the grounds in the very near future.

At present we have one class for each year group and this is accommodated with a Foundation Stage, a Year One, a Year Two, a Year Three and a dedicated group room on the ground floor. The group room allows individuals or small groups to be withdrawn to receive a tailored curriculum in a calm stimulating environment with several networked computers and an interactive whiteboard. Upstairs we presently accommodate three classes: a Year Four, a Year Five, a Year Six, an IT Suite and another similarly equipped dedicated group room.

The spacious grounds at present allow for three playgrounds and extensive grassy areas. We are at beginning to landscape the school grounds with development of the wildlife area, further planting and the introduction of dedicated outside teaching spaces.

Our happy, dedicated, staff comprises of a Headteacher, a Deputy Headteacher, two Assistant Headteachers and six Class Teachers. The teaching staff are supported in the classroom by three Higher Level Teaching Assistants and ten Learning Support Assistants who work alongside individuals or small groups of children. Other staff members who ensure the smooth running of the school are an Administrative Officer, an Administrative Assistant, a Caretaker and nine Mid-Day Supervisors, all with the common goal to provide your children with the care, stimulation and respect they will require in order to thrive.

ADMISSIONS

Children must attend school full-time from the start of the term following their fifth birthday. Wiltshire Council's Admissions Policy is that children may attend school in the September of the school year in which they will be five.

Currently all children whose fifth birthday falls between 1 September and 31 August start school full-time in September. It is usually a phased start over the opening couple of weeks that involve the children coming in for mornings, then morning and lunchtimes before having the whole day in school. During these first couple of weeks the Class Teacher and Learning Support Assistant will visit you at home to discuss your child's individual needs.

Prospective parents are warmly encouraged to call in or telephone to arrange a meeting with myself and a tour of the school prior to their child starting. It is important to note that Wiltshire now has a policy whereby people living in our catchment who do not apply by a deadline in November, lose their automatic right of a place. To ease the transition from home or pre-school into the classroom we invite parents and new entrants in for some sessions during the Summer Term prior to starting.

SCHOOL TIMES

Doors open at 8.30 am, with school starting at 8.45 am for children in Key Stage 2 and doors open at 8.40 am, with school starting 8.55 am for children in Foundation and Key Stage 1. We do ask that the children should not arrive on school grounds before 8.30 am as they are unsupervised. Lunch is from 12.00 pm to 12.50 pm and school finishes for everyone at 3 pm.

SCHOOL CLOTHING

Join the team and wear the team colours. School clothes should be navy sweatshirts, navy or white polo-shirts, grey or black trousers or skirt. Sweatshirts, Polo-shirts and T-shirts, with the embroidered school logo, are available from the school office at a very reasonable price. In fine weather similar coloured shorts and blue check or striped dresses are acceptable. Footwear should be dark school shoes or similar dark coloured trainers. Please help us to help you and clearly label all your child's clothing.

For PE lessons, children need a change of clothing and footwear and a T-shirt, in the colour of the house they have been placed in (your child's class teacher or the office will help you on this) and they can be purchased in school. Shorts and footwear – trainers or daps for games; bare feet for gymnastics. A tracksuit is also recommended for those colder days. For swimming, children need a towel and costume. Hair should be tied back for PE and swimming. Mislaid clothes, with no names on, are usually hung on a peg near the class, if found nearby, or placed in the Lost Property Bin in the hall.

JEWELLERY

We feel that jewellery and nail varnish in school is inappropriate and hoop or dangly earrings are dangerous at playtime and during PE, but watches and studs may be worn at the discretion of parents.

ORGANISATION

Due to the falling birth rates and new housing in the area numbers have fluctuated in recent years which then affect the school's organisation. Each year we aim to provide one class per year group. Classes in the Foundation Stage and Key Stage One will follow government guidelines and be of no more than 30 pupils. These classes will be located on the ground floor. The Key Stage 2 classes, although not governed by government guidelines, will be kept to a manageable number of pupils and will be located in the first-floor classrooms. Although the school caters for three different key stages we pride ourselves on being one happy family.

2017 – 2018 Organisation

Reception	(Ducklings)
Year 1	(Goslings)
Year 2	(Kingfisher)
Year 3	(Eider)
Year 4	(Harlequin)
Year 5	(Puffin)
Year 6	(Mallard)

THE FOUNDATION STAGE

At Priestley we provide a safe, nurturing, yet stimulating start to school which promotes a positive attitude towards learning and enables all children to flourish. The children are encouraged right from the start to work together to:

- treat everyone as an equal;
- learn to be strong and independent through positive relationships;
- develop and learn through an enriched learning environment;
- recognise that all children learn in different ways and at different rates and that all areas of learning are equally important.

The Foundation Stage at Priestley is shaped by the National Early Years Foundation Stage Guidelines. Children learn by playing and exploring, being active and through creative and critical thinking and participate in a balanced mix of adult led teaching, in large and small groups; child led and child initiated independent play based activities, both inside and outside.

Children learn skills, acquire knowledge and demonstrate knowledge through seven areas of learning and development. The three *Prime* areas lay the *foundation* upon which all learning is based. The three Prime areas are as follows:

- Personal, Social and Emotional development – *making relationships; self-confidence and self-awareness; managing feelings and behaviour*
- Communication and Language – *listening and attention; understanding; speaking*
- Physical development – *moving and handling; health and self-care.*

The four *Specific* areas include the essential skills and knowledge children need. They grow out of the prime areas and provide important contexts for learning. They are as follows:

- Literacy – *reading; writing*
- Mathematics – *numbers; space, shape and measures*
- Knowledge of the World – *people and communities; the world; technology*
- Expressive Arts and Design – *exploring media and materials; being imaginative*

In each area there are Early Learning Goals (ELGs), of which there are 17 in total, which define the national expectation for most children to reach by the end of the year.

Staff are trained to carefully observe children, to understand what they can do and how children are learning and use this information to plan the next steps in their learning. Observations are both planned and spontaneous to ensure that important moments are captured. These observations are recorded in individual Learning Journals which help to build a picture of the children’s learning and development.

Planning within the Ducklings Class follows both stimulating medium-term plans and weekly plans based around the individual children’s needs and interests. Planning is, however, flexible to allow changes when necessitated by the needs of the children, as we recognise that children’s interests are in the moment and need to be responded to immediately to gain the full value of the children’s curiosity and to inspire and engage deeper learning.

THE CURRICULUM

Being a community school we are governed by the National Curriculum and its Programmes of Study for each subject area. To achieve this and stay true to the school’s learning ethos, we have adopted the Cornerstones independent learning scheme to base our curriculum on. We feel it reflects the school's ethos to learning as it is based on a four-stage philosophy: Engage, Develop, Innovate, Express. Cornerstones is a creative curriculum that includes:

- **a whole school learning philosophy** that engages children and raises standards
- **a wide range of cross-curricular activities** tied to theme and subjects
- **comprehensive coverage** of the new national curriculum programmes of study
- **Essential Skills for all subjects** to help plan and assess children’s progress
- **writing, spoken language and reading** at the heart of all learning.

Our aim is to endeavour to bring lessons to life through inspirational learning activities and high-quality teaching, creating a classroom environment that allows children to learn in a way that motivates and interests them.



The four-stage philosophy will see children progress through four stages of learning: Engage, Develop, Innovate, Express.

Engage

At the 'Engage' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully 'engage' with their new topic.

Develop

At the 'Develop' stage, children:

- improve their knowledge and understanding of the topic
- develop and practice their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework activities that support their learning.

Innovate

At the 'Innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

Express

At the 'Express' stage, children:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements!

We also pride ourselves on developing all round confident individuals and so another focus is a strong Personal Social Health Education (PSHE) curriculum.



We approach the challenge of addressing the varying abilities in a class by adopting a variety of approaches to learning, using class, group and individual teaching as appropriate. It is our aim that each child has an education tailored to their needs. We are a self-evaluative school, which means we are constantly reviewing and evaluating everything that we do. Class teachers are constantly reviewing their work and the ways in which to best engage children's interest and understanding. Pupils are constantly reviewing what they've learnt and the manner in which it has been taught. The school also has an improvement plan which details the development of curriculum areas and all other areas of school life and is reviewed annually. School policies and all school practices are also under constant evaluation and review.

LITERACY

Throughout Foundation Stage, Key stage 1 and Key stage 2, the English curriculum develops each child's Speaking, Listening, Reading and Writing, building on what a child already knows, to achieve confidence, fluency and accuracy.

A wide range of situations aim to develop a clear, fluent and interesting speaker who can use language appropriately and consider the needs of the listener. Taking turns will be a start to a growing attention span and concentration. Word games, Storytelling, circle time, recording, assemblies all extend vocabulary as well as improving confidence.

In Foundation Stage we use the Jolly Phonics programme to introduce phonics, letter patterns and word recognition. This is developed and built upon in Years 1 and 2 through the Phonics Bug programmes, which introduces digraphs, long vowel phonemes and word recognition. These approaches help a child to become an effective reader using an interactive and kinesthetic approach. This is further supported by whole classes sharing texts and smaller groups working with a teacher, or support assistant to extend understanding of wider ranges of texts and organisation of language. The sharing of good literature, as well as the use of 'have a go' spelling books, dictionaries, thesauruses and glossaries, support the development of vocabulary alongside spelling.

Spelling also develops an increasing vocabulary of known words. Awareness of letter patterns and rhyming skills are used to build more words from families and by adding suffixes and prefixes. The teaching of grammar begins with capital letters and full stops and develops into an awareness, and use, of more complex punctuation, parts of speech, dialogue and paragraphs as children progress through Key Stages.

From the earliest stages, handwriting patterns and letter forming exercises lead towards a neat, clear, joined style that will give good presentation to all written tasks. All children have the opportunity to use computers as a writing tool.

Children are encouraged in their attempts at independent writing from the start and, through shared and guided writing opportunities, in which they learn through imitation, innovation and invention, they learn to write for a wide range of purposes – to entertain, inform, explain, instruct and persuade. They are shown how to plan, revise and edit their work, which is imaginary or factual, by being supported to Read as a reader and Read as a Writer and so improve its quality.

MATHEMATICS

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education, therefore, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

Aims:

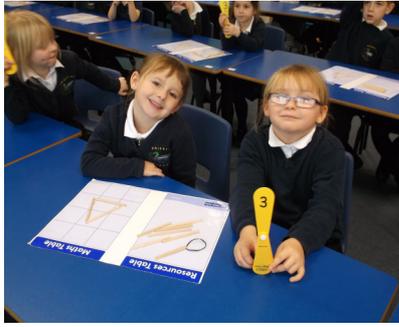
- become **fluent** in the fundamentals of mathematics through varied and frequent practice, with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof, using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

At Priestley, we use the learning system of 'Maths Makes Sense' in the teaching and learning of mathematics. It is a dynamic and flexible teaching and learning cycle whereby children are fully engaged and active throughout every lesson. Within the learning system we use concrete objects - cups and digit cards to bring the abstract to life.

Please take a look at the MMS website to learn more: www.richarddunnemaths.com

As a school, each class has an MMS fact of the week which is published on our school website: www.priestley.wilts.sch.uk



SCIENCE

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.

Aims:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science**, through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.



COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

HISTORY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils 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.

Aims:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



GEOGRAPHY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change-over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



DESIGN AND TECHNOLOGY

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.



MUSIC

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

PHYSICAL EDUCATION

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

ART

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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims:

The national curriculum for art and design and therefore Priestley aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Modern Foreign Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims:

The national curriculum for languages, therefore, Priestley's aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Personal, Social, Health and Economic Education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

SEX EDUCATION

At present Sex Education does not have a formal separate place in the education of younger children at Priestley School, but is dealt with, as appropriate, by the staff of the school.

During the Spring/Summer Terms of Year 6, the children view the BBC series of programmes, "Sex Education". These programmes explain the fertilizing of an egg, the development of the foetus, and subsequent child care. There is a constant emphasis on children being the product of a loving, caring and committed relationship.

After the programmes, single-sex discussion groups are held at which the children may ask further questions or seek clarification of anything that puzzles them. The School Nurse supports us for these sessions.

Parents are notified when this is to happen and are welcome to talk to the teacher and/or watch videos of the programme.

RELIGIOUS EDUCATION

At Priestley we use the Discovery RE Scheme of Work which is a thoughtful and creative set of Religious Education lesson planning for the whole school. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. At Priestley, RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Parents have a legal right to withdraw their child/children from assemblies and RE teaching. If you wish to do this, it would be helpful if you could come and discuss it with the Headteacher and RE Co-ordinator.

COLLECTIVE WORSHIP

This school has a collective act of worship, or assembly, every morning for varying groups of children.

The pattern of collective worship and assembly:

Monday	Whole school assembly taken by a member of staff
Tuesday	Classroom based assembly
Wednesday	Classroom based assembly
Thursday	Whole school singing assembly
Friday	Whole school celebration assembly taken by Headteacher

The majority of the collective worship each term is mainly, of a broadly Christian character, reflecting the broad traditions of Christian belief and is undenominational or a reflection on personal social development.

GENERAL CONDUCT

The School Council was instrumental in setting up a Job Specification for all pupils to follow. This Job Specification includes five key statements:

- To learn and play co-operatively
- To be kind, friendly and encourage others
- To explain calmly to an adult when things go wrong
- To use quiet voices and walk calmly around school
- To wear school uniform

These are displayed in prominent places around the school.

In order to encourage positive attitudes and discourage anti-social behaviour, the school has adopted a variety of rewards such as verbal praise, House Points, Raffle Tickets, merit stickers and Celebration Book; all used to encourage the child's positive attitude and taking pride in individual achievements. At the other end of the spectrum we consistently apply a policy of offering the children three chances to turn their behaviour choices around before involving the Headteacher and possibly the parent. The School Council has also drafted a Playground Charter that lists unacceptable behaviours on the playground and appropriate sanctions attached to each.

BULLYING

Bullying can take various forms and it is not always easy to identify or differentiate from a one-off upset. However, we at Priestley do not stand for this type of anti-social behaviour. It is, therefore, addressed through our PSHE curriculum, circle time and a specific Policy to prevent, or identify and resolve, cases.

SPECIAL EDUCATIONAL NEEDS (SEND)

Priestley Primary School is an inclusive school that seeks to support and challenge all children to achieve their full potential, both academically, socially and emotionally, regardless of their starting point or ability. We do this primarily through high quality differentiated teaching, although we recognise that, at different stages of their development, some children may benefit from additional academic or emotional/social support. Receiving additional support does not necessarily mean a child has Special Education Needs or will be placed on the SEN (SEND) register.

We plan lessons that include additional support for those children who are identified as having additional educational needs, either through Special Educational Needs or as Able, Gifted and Talented students.

REPORTING YOUR CHILD'S PROGRESS

A consultation evening is held in the Autumn and the Spring. These formal opportunities invite you to make an appointment with your child's teacher to discuss their progress.

The staff in school are always available for you to make more informal appointments throughout the year. Twice during the year, during the Spring and Summer Terms, you will receive a written 'Progress Report' reporting on your child's development as well as attainment.

Teacher assessments are made on children's progress constantly throughout the year, but formal assessments are made at the end of Year 2 and Year 6.

HOMEWORK

All the younger children regularly take reading books home to practice. There is a programme of other homework, increasing in frequency and duration, as children progress through the school.

CLUBS

After-school activities are organised at the discretion of individual teachers and according to seasons. These clubs change at three points during the year and aim to offer the children a broad range of extra-curricular experiences.

PARENTS AND SCHOOL

It is a firm belief of the school that we can teach the children, but it takes a strong partnership between parents and teachers for a child to learn. This relationship between school and home is fundamental to a good education. We would ask you to keep us informed of anything that might affect your child's performance and would also ask that you fully support all of our activities.

We do have parents who offer some of their time to work with the children for crafts, cookery, sharing a book, school trips, etc. The more help we receive the more we can offer, so please let us know if you are prepared to help. Being self-evaluative, we offer an annual questionnaire and welcome suggestions for improving home/school relationships.

Priestley also have a parent Support Adviser, Mrs Mitchard, can be contacted through the school and is there for you to discuss any parenting questions you may have and offer support in way she can.

SCHOOL MEALS

Lunchtimes are from 12.00 pm through to 12.50 pm. School meals are provided by the 5-Star Hygiene Rated Liden Primary School. All the food is prepared and cooked from high quality fresh ingredients by their chef and his team. The menus are changed regularly, taking into account feedback received from the children, to ensure that the food not only meets the required food standards but is also what the children enjoy eating.

All children in Key Stage One are entitled to a free school meal which is ordered via a fortnightly menu that is sent home. Also those parents who are in receipt of Family Income Support or other Allowances, may be entitled to claim free school meals for their children. Even if you do not wish to claim for a free school meal we would recommend you to apply. The school is not authorised to grant free school meals until the official notification is received from the County Education Office.

ABSENCE

We need to know when children are kept at home for any reason. A telephone call, note or message, early on the first day of absence helps us to maintain accurate records and ensure that children are not away without parents' knowledge.

Registers are regularly checked by the Education Welfare Officer and the consequence of several unauthorised absences, or late arrivals, could be further investigation by the authorities. The school responds to the pressure from central government by requesting that holidays are taken during school holidays so as to lessen the impact on your child's education.

If children become ill in school we try to treat them to the best of our ability. In the case of accidents, depending on the severity, children are either treated in school or we will contact the parents or the medical service. It is, therefore, important that we have up-to-date contact numbers. School staff are not authorised to give medicines to children, but asthma inhalers in Key Stage Two can be kept in the classrooms and in Foundation Stage and Key Stage One the inhalers will be kept in the office.

SCHOOL AND COMMUNITY

We at Priestley feel a part of the community that cradles us. We are in constant contact with neighbouring schools at varying levels. We also aim to support the community in events throughout the year such as the town Duck Race, Carnival and Christmas Lantern Parade, as well as welcoming the different aspects of the community into school. We also use the local press to advertise the activities of the school.

VISITORS

There are parents, governors and others who visit the school regularly to help with classes as well as those who visit for professional purposes. However, we are always looking to invite people or groups to school if they can contribute to the work in the classroom or in the school as a whole.

VISITS

To aid the children's understanding, or widen the children's experience, we aim to offer a variety of visits. These visits may be in the form of half-day or whole-day trips to enhance the work in the classroom, or a residential experience to broaden your child's horizons. Residential visits are at present for children in Years 3 and 4 which consists of a three-day trip to Oxenwood near Marlborough; for children in Year 5, a three-day trip to Hooke Court in West Wales and for children in Year 6, a five-day adventure week at Morfa Bay, West Wales.

CHARGING

As with everything these days, there is usually a cost. Unfortunately, some visits can only take place at a cost in terms of transport, tuition, entrance fee, etc. We do our best to keep charges to a minimum and not to ask too regularly, but have to request voluntary contributions to enable visits to take place. On some occasions it may be possible for those children who are in receipt of benefit-based Free School Meals to receive a reduced rate.

SECONDARY TRANSFER

We have links with our local secondary schools, The John Bentley School, Calne and Abbeyfields, Chippenham, to aid transfer in terms of pastoral and curriculum areas.

Predominately, pupils at Priestley go on to The John Bentley School in Calne and during the year there are several opportunities for the Year 6 children, to both spend some time at John Bentley School with and without their class teacher, as well as meet and experience John Bentley staff and activities here at Priestley.

In the Summer Term the Year 6 and Year 5 children each spend a day at John Bentley School. On this day they meet their tutor and the rest of the class, and have a day of lessons. There are also meetings for parents with the secondary staff during this term.

In curriculum areas, more is being done to link the end of primary education with the start of secondary education, in continuity and progression. Teachers from both phases are looking at each others work and are developing ways of communicating the children's experiences and attainments. A member of the Special Needs Department visits this school late in the Summer Term to talk to Year 6 teachers and assess children who may need support in their learning after transfer.

BEING A GOVERNOR

Being a Governor means taking an interest in the many areas of school life including budget, staffing and curriculum. All Governors attend regular meetings throughout the school year and also get involved in all aspects of school life from taking particular interest in a specific curriculum area to going on school visits and trips.

It is an enjoyable and rewarding experience and one to which everybody can bring relevant skills. If you are interested in joining the Governing Body, find out more by talking to a current Governor.

COMPLAINTS

Concerns about class or curriculum issues should be discussed in the first instance with the teacher, and general school issues with the Deputy Headteacher. Any further concerns can be made formally to the Headteacher and then to the Chair of Governors if required who may pass these to the appropriate committee or LA official.

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GOVERNORS:

Miss L Aherne - Vice-Chair
Mr G Craig
Mrs S Devlin
Mrs J Funnell

Mr C Gibbens
Mr A Marsh-Ballard
Mrs C Morrison – Chair
Mr A Poole
Mrs D Ross

TEACHERS:

Mr A Marsh-Ballard	-	Headteacher	Mrs A Faulkner
Mr C Gibbens	-	Deputy Headteacher	Mrs J Grostate
Mrs D Ross	-	Assistant Headteacher	Miss E Morgan
Mrs K Staniforth	-	Assistant Headteacher/ SENCO	Miss S Lawrance Mrs V Marsh-Ballard Miss A Ward

HIGHER LEVEL TEACHING ASSISTANTS:

Mrs S Hegarty
Mrs K Meyers
Mrs K Street

TEACHING ASSISTANTS:

Mr R Allen	Mrs S Plant
Mrs D Bunton - Senior TA	Mrs E Rant
Ms Z Davison	Mrs S Roberts
Mrs S King - Admin TA	Miss A Sodera
Mrs A McCarney	Mrs J Turner
Mrs L Mullen	

ADMINISTRATIVE OFFICER:

Mrs M Lee

ADMINISTRATIVE ASSISTANT:

Mrs T Jefferys

MID-DAY SUPERVISORY ASSISTANTS:

Miss R Bidmead	Miss S King - SMDSA	Mrs J Turner
Ms Z Davison	Miss C Mullet	Mrs K Vines
Miss A Halliday	Mrs R O'Donnell	Mrs E Ward
Mrs K Keenan - Casual		

PARENT SUPPORT ADVISER:

Mrs P Mitchard

CARETAKER:

Mr D Radbone

SATS RESULTS - 2017

These tables show the percentage of eligible children at the end of Key Stage One and Two in the school in 2017.

KEY STAGE ONE

Reading	Writing	Maths
70%	63%	77%

Year 1 Phonics	77%
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KEY STAGE TWO

Reading	SPAG	Writing	Maths
93%	85%	78	85%

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