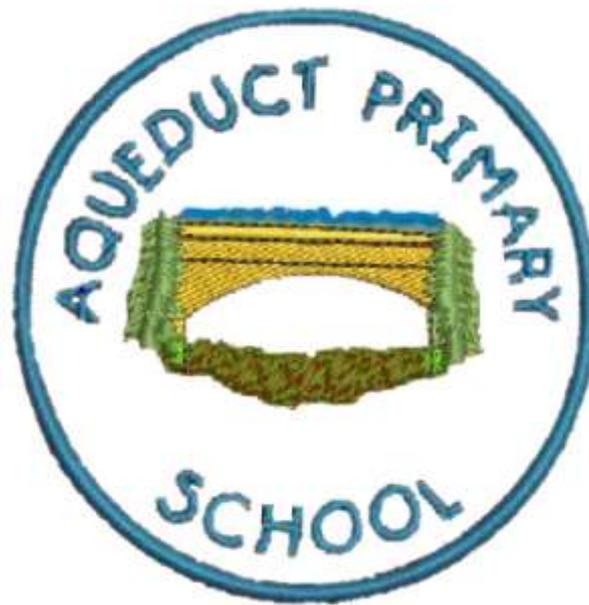


*Welcome to*



*School Prospectus*  
2018-2019



*This prospectus relates to admission year 2018-19  
and the reporting year 2016-17.*

## Contents

Head Teacher's Welcome

From the school council

Introduction to the School

Meet the School Governors

Staff List

Vision Statement

The School Day

Our Curriculum

SEND and More Able

Children's Attendance

Admissions

School Performance Data

Additional Information

A copy of this prospectus can be found on the School Website:

<http://www.aqueductprimary.co.uk/>

## Head Teacher's Welcome



*Your child's education is of vital importance to you and to us. All the staff and governors at Aqueduct Primary School try to ensure that the school is a happy and safe place to play, learn and grow. The learning community is a place where everyone values and supports each other.*

*We aim to provide a wide range of opportunities to learn about the world in which we live. We want to inspire, motivate and challenge learners. We want children to value their achievements and be inspired to do their best. We help children to improve their skills and abilities with determination and resilience. We always encourage independence and initiative. We realise children have the best ideas and therefore should be listened to.*

*We recognise achievements through our reward systems and deal with all children in a fair and consistent way. Our Behaviour Expectations are clear and the Rewards and Sanctions are discussed and understood by all of the children.*

*Most of all we want children to walk out of the school gates feeling inspired and wanting to know more.*

*For children to realise their full potential there must be a partnership between home and school. We hope that this website will reinforce this link and provide useful information for all those interested in our school.*

*Should you require any further information about the school, please do not hesitate to contact us. We will be happy to help in any way we can.*

Tammy Lockley  
Head Teacher

## School Council



We encourage children to take an active interest in how their school is organised via our School Council. The Council meet regularly, and lead whole school weekly assemblies to inform children on issues, such as lunchtime activities, charity work and fund-raising

efforts. Our School Council consists of two pupils from each class, voted in by class members. Elections take place each term to give everyone a chance to be elected. Our School Council provides children with opportunities to influence the running of the school.

### Welcome from the School Council

Hello and welcome to Aqueduct Primary School.

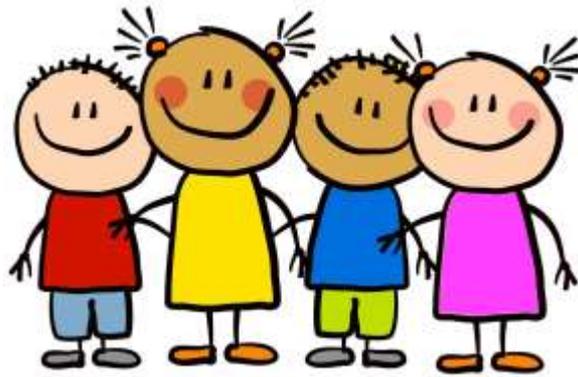
We really like to help run our school. We meet to talk about what we can do to make our school better for everyone. We all felt proud to be voted in to be a school councillor by the children in our class.



## Pupil Safeguarding Board

We do assemblies about being safe, we really like that. We also had training on how to help other children in our school be safe on the playground. We have helped make sure children know what to do if they feel unsafe at home or in school. We do lots about what to do if you feel you are bullied.

For the safety of our pupils, run by pupils.



## Introduction to Aqueduct

*Aqueduct : Building Tomorrow. Leading the Way...*

Aqueduct Primary School provides a welcoming, supportive learning environment with a strong level of community and parental support. It is a place where everyone enjoys reaching their potential and gets excited about their next steps and future. Our school, opened in **xxxxx**, is set in large, beautiful wooded grounds with a pond and Millennium garden.



We serve the Aqueduct, **xxx add other coverage areas**. Our pupil admission number for each year group is 40. Currently we have 268 children on roll and ten classrooms; each with interactive whiteboard and full internet networking, games court with a climbing wall and a 'Pit Stop,' which is used for many different reasons, mainly to support children's well being and is a calm haven for children wishing to use it at break and lunchtimes.



## Meet the School Governors

Our Governors are representatives of the local community, parents, school staff and the Local Education Authority. They bring a range of interests, knowledge and skills to the school whilst working in a voluntary capacity.

Head Teacher Governor: Tammy Lockley.

APPOINTED BY TELFORD AND WREKIN  Chris Marsh (Chair)	ELECTED BY STAFF OF THE SCHOOL  • Vacancy
ELECTED BY PARENTS  <b>Add</b>	COMMUNITY APPOINTED GOVERNORS

We have link governors for many areas including:  
Literacy, Numeracy, Early Years, Special Educational Needs, safeguarding and Pupil Premium.

### **What is a School's Governing Body?**

All schools have a Governing Body which is responsible for overseeing many of the strategic decisions of the school. A key role is to act as a 'critical friend'. A 'critical friend' offers support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. However a 'critical friend' may also challenge, ask questions, seek information, improve proposals and so arrive at the best solution for the pupils, staff and whole school community.

The Governing Body works in close partnership with the Head Teacher, staff and the Local Authority. Whilst the Head Teacher is responsible for the day to day running of the school, the Governors are involved, for example, with such things as staffing, curriculum, health and safety, safeguarding, school buildings and finance. They ensure the school functions well and maintains the proper range of academic and social objectives. The Governing Body works as a team with shared responsibilities. Governors never make decisions on their own, nor do they act as individuals.

Membership of the Governing Body includes parents, teaching staff and representatives from the local community and the Local Authority. The Full Governing Body meets at least once each term.

In addition, there are sub-committees which meet more frequently:

- Finance and Personnel Committee
- Curriculum Committee
- Safeguarding & Health and Safety Committee
- Head Teacher's Performance Management Committee
- Complaints/Appeals Committee - formed as and when needed with governors selected linked to their availability

## **Message from the Chair of Governors.**

**Christine Marsh**

I was pleased to be approached to become a Governor at Aqueduct Primary School because, through my recent work with Telford Local

Authority, I am aware of the good reputation the school has with regard to meeting the needs of their pupils.

I have lived and worked in Telford for the last fifteen years first as a Primary Head Teacher and more recently as the lead officer for Early Years, Children Centres and Children and Family Locality based services in the Local Authority. I have recently retired and am enjoying spending more time with my young grandchildren and felt that I would also like to support a local school as a volunteer.

I have a special interest in the Foundation Stage provision within the school and want to ensure that I provide governor support to the children, staff and parents using the skills and knowledge that I have gained throughout my career. As a School Improvement Partner I provided support and challenge to both school managers and governors to ensure that their performance management and vision for their school was robust and ambitious. Aqueduct is a forward looking school with high expectations for all the children and a caring approach to supporting them in the context of their families and local community and I am proud to be a school governor here.

### Other members of the School Governing Body

<b>Ieuan Maretan - Co-opted</b>	<b>Kate Barnes - Co-opted</b>
<p>I moved to Telford in 1977 when I started working as a Maths teacher at Madeley Court school. I worked there for 27 years as Maths teacher, Head of Year and Assistant Head, during which time both of my children attended the school. In 2003 I moved to a Deputy Head post in Sandwell, becoming Associate Head in 2010 and then retiring in 2013.</p> <p>As I live locally and Pam, my wife working at the Aqueduct until 2013 I have had links with the school for over 20 years.</p> <p>Although retired from full time work I continue to work with young people so becoming a Governor with particular interest in Maths was a natural move. This fits in well with my other commitments to the Duke of Edinburgh award which I have been involved with for nearly 20 years</p>	<p>Kate Barnes is Aqueduct's literacy key link worker and works closely alongside the literacy co-ordinators to monitor standard in reading and writing. She is Assistant Headteacher in charge of English at Madeley Academy and this provides essential links to aid a smooth transition for students between primary and secondary school. Kate also has experience in successful marking and feedback for students, intervention and extra curricula activities such as outdoor pursuits.</p>
<b>Steve Barnes- Co-opted</b>	<b>Deanne Forster- Co-opted</b>

<p>Steve has been a co-opted governor at Aqueduct Primary since June 2014 and is the ICT link governor. He works as a Network Manager at a local secondary school and he has a wealth experience and skills in project management, strategic planning and IT (specifically in the education sector). Steve is also a Borough Councillor for Dawley and Aqueduct. He lives in Dawley with his wife and two young children.</p>	<p>I currently work within public protection and have done for over 8 years. As a co-opted governor I have an overview of Safeguarding and issues relating to Policing in Telford. I am married with two young children and live in the local community. I enjoy reading and spend a lot of time outdoors with the children. I intend to help the school, its pupils and their parents in any way I can</p>
<p><b>Louise Aubrey- Co-opted</b></p> <p>I am the Whole School Literacy Co-ordinator at Madeley Academy, and am now in my sixth year of teaching. My work focuses on raising levels of Literacy throughout school through interventions and whole school strategies, in addition to a full time teaching commitment. I work closely with the SEN department, as I teach or am Personal Tutor to a large number of students with additional needs, including EHCPs. I have a detailed understanding of SEN codes of practice, in addition to hands on experience working with students who have a wide range of needs and can present challenging behaviour. Whilst training to teach part time, I worked in a variety of educational settings (including special schools and nurseries) in support roles, which has helped develop both skills and knowledge across both Literacy and SEN.</p>	<p><b><u>Vacancies for 2017</u></b></p> <p><b>Staff Governor</b></p> <p><b>Parent Governor</b></p>

## AQUEDUCT PRIMARY SCHOOL Staffing 2017 - 2018

Headteacher Lead)	Mrs Tammy Lockley	DSL(Designated Safeguarding
Deputy Headteacher &	Mrs Joanne Clarke	Phase Leader for Years 2,3  4/English Subject leader/ DSL
<b>Teaching Staff:</b>		
Year F  leader/Reading	Miss Victoria Waring	TLR2 EYFS and Year 1 phase  Manager/ DSL
Year F/I	Miss Eloise Harrow	Music Subject Lead

Year 1/2	Mrs Stacey Mann	NQT
Year 2	Miss Jennifer Griffiths	Science Subject Lead
Year 3/4 inc.	Miss Emma Plowman	Inclusion Manager - SEND
	Mrs Joanne Clarke	PP/Relationships
Year 3/4	Miss Jennifer Cadwallader	Sports and PE Subject Lead
Year 3/4	Miss Kerrie Santopietro	SMSC Subject Lead
Year 5	Miss Larlham	MfL Subject Lead
Year 5/6	Mr Westwood	TLR2 Assessment Lead
Year 6 subject lead	Mr Ashley Palin	Phase leader Year 5 & 6/Maths

**Support Staff:**

Senior Administrator	Carolyn Wheatley
Administrator	Lynne Harper

Support Assistants Judy Hayward - Cover Supervisor/Learning Mentor  
Naomi Carr - Cover Supervisor/HLTA/TA  
Annie Kirby - Teaching Assistant  
Lynette McConnell - Teaching Assistant  
Angelike Badke - HLTA  
Margaret Medland - Cover Supervisor/TA  
Kelly Humphreys - Cover Supervisor/TA  
Sandra Howell - Cover Supervisor /TA  
Abbigail Blocksidge - Cover Supervisor  
Anita Lamont - Cover Supervisor/HLTA  
Bethany Fairs - TA  
Diane Baggott - Special Support Assistant  
Nicki Gordon - Cover Supervisor /TA  
Stephanie Attwood - TA  
Bo Panter - Teaching Assistant  
Robbie Evans - Sports Leader  
Rebecca Stokes - Teaching Assistant  
Victoria Mason - Behaviour for Learning Lead Practitioner  
Amanda Crossley - TA  
Nicole Woolley - TA  
Bethanie Ellis - Cover Supervisor

Caretaker	Vacancy
Cook	Debbie Reade
Kitchen Staff	Gill Egan, Vacancy ,Amy Wozencroft

Lunch Supervisors Sandra Howell, Liz Blair, Margaret Medland, Karen France  
Judy Hayward, Wendy Hollyhead, Kelly Humphreys  
Cleaner in Charge Vacancy  
Cleaners Debbie Clarke, Sue Bishop, Amy Wozencroft

## Vision Statement

2017 - 2018

Add vision statement

## The School Day

The school day runs from 8:45am - 3:15pm

8:45	Doors open—Meeting and Greeting
8:55	Registration
9:00	Morning session 1
10:30 - 10.45	Break (KS1 & 2)

10:45	Morning session 2 (KSI & 2)
12:00	Lunch
1:00	Afternoon Sessions
1:15	Whole school assembly (Monday, Thursday and Friday, KS2 Only Tuesday, KSI only Wednesday)
3:15	End of School- safe and happy!

All children are registered in the morning and afternoon. Please make sure your child arrives at school on time.

### Extended School Day

Add after school from September

### Absences

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone in the first instance. The office will call you on the first day of absence if you do not. This absence constitutes an authorised absence.

### Arriving in School

Children should arrive in school from 8:45 am. Once children are in school, they should remain there to ensure their safety. Doors will close at 8:55 am.

### Late Arrivals

If you arrive after the doors have closed, you should enter via the main reception area and report to the office to be entered into the "Signing in and out book" in order for the register to be complete. It is the parent's responsibility to ensure that children arrive on time. Registers are taken at 9.00 am and close at 9.30 am. Any child arriving after 9.30 am will be recorded as "unauthorised absence" in the register.

Lateness will be monitored by the school's Education Welfare Officer. If the issue is persistent, then this will be followed up by a telephone call, letter or home visit to parents.

### Morning Break

Key Stage 1 children are provided with free fruit at break times as part of the Government Free Fruit Scheme. Children in Key Stage 2 may bring in their own fruit. Sweets and chocolate are not allowed during playtime.



### **Lunchtimes**

Children in Reception and Key Stage 1 are now entitled to a free, hot school meal under the Government Universal Infant Free School Meal scheme. We have a lunchtime supervisor team who are first aid trained and who receive regular training in their role throughout the year.

### **Leaving School Early**

Children should only leave early under exceptional circumstances and parents need to gain permission prior to this happening. The office will need copies of all medical appointments to keep on file. Whenever possible these appointments should be made after school.

### **Ending the School Day**

Teachers are available at the end of the school day to discuss any questions parents may have. Children should be collected promptly at 3.15 pm and either the class teacher or the office must be informed if they are going home with anyone else.

### **Home Experiences**

All of our children are encouraged to complete home experiences. The activities include reading, spellings, mathematics and an activity linked to their Home Experience booklet, provided at the beginning of their school year. Home Experiences was only introduced in 2016 as a way of inspiring children to be excited about learning at home. The new scheme has been very successful and examples are always available for parents to look at for ideas. Most of the time your child will be able to complete the work on their own, but there will be times when they will need your help.

### **Charges for school activities**

Where an educational visit is arranged which is central to the work of the class/year group etc., a proportion of the cost may be met by seeking voluntary contributions from parents. No child will be excluded from such a visit for failure to make such a contribution.

Residential visits of an educational nature shall be planned and take place providing that the cost is covered by voluntary contributions from each participating child. Such visits shall be optional and normal schooling will be provided for those children not taking part.

We follow Local Authority guidance / draft policies on charging, details of which are available from the school office.

### **Safeguarding**

At Aqueduct Primary School, we recognise that your child is your responsibility and their safety and wellbeing your concern. We wish to work in partnership with you, and we will share successes with you, and discuss with you any concerns that we may have.

Since your child's welfare is also our first priority, there may be rare occasions when our concern for your child means that we have to consult other agencies. We will endeavour to contact you in the first instance and share our concerns and, where possible, seek your consent to a referral being made to Children's Social Care (Family Connect). However, this will only be done where we believe that such discussion will not place your child at further or increased risk of significant harm. The welfare of the child will be paramount and will override any other considerations where we consider that to be the case.

The procedures we follow are those laid down by the Telford & Wrekin Safeguarding Children Board. The school has adopted both Child Protection and Anti Bullying Policies for the safety of all.

If you would like to know more about our procedures or the policies, please speak to the Head Teacher or a Designated Person for Child Protection who are Mrs Lockley (Headteacher), Mrs Clarke (Deputy Headteacher) and Miss Plowman (**Inclusion Manager**) and Miss Waring (Reception Manager).

## Our School Curriculum

### Equal Opportunities

At Aqueduct our aim is to provide equality of opportunity for all members of the school community, regardless of age, socio-economic group, gender, race or ability.

We believe that children learn best when they are given a 'real' and exciting context for learning. We make links across the curriculum so that children apply skills they have learnt in one area to another. We develop independent thinkers and learners from the Early Years Foundation Stage (EYFS) and strive to build on this over the following years.

Here at Aqueduct, we feel passionate about learning at every level. We aim to create a sense of resilience, independence and resourcefulness in all our pupils. Our children are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active and involved in their learning enables them to achieve to their highest potential, not only in academic work but also as artists, sportsmen, scientists, writers, decision-makers, creative thinkers and responsible citizens.

Alongside the traditional lessons here at Aqueduct, we also guide our pupils to learn the skills of critical thinking, reasoning about problems, creating solutions to problems set in real life, confident speaking to others

*and working collaboratively. In accordance with Government recommendations, we deliver lessons in line with the National Curriculum. The New National Curriculum is now being implemented across the school. Throughout the academic year, we continue to review and improve the curriculum offered to our children here at Aqueduct.*

*We value the contributions of parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through curriculum letters, our school website and home experiences and are positively encouraged to become involved. A short guide to how we teach each subject is below or for more information, please see your child's class page on our school website.*

### **Early Years Foundation Stage (EYFS)**

*We provide indoor and outdoor opportunities so that children can flourish and develop a sense of achievement through learning. Our aim is to make learning a pleasurable experience both within school and at home. Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.*

*In the term prior to their entry, pupils will be invited into school for visits followed by an induction meeting for children and parents. This will help them become familiar with the surroundings and routines of school. In addition, there is also the opportunity for your child's new teacher to visit you at home. This is to help build a relationship and put you and your child at ease, with the opportunity for you to discuss any individual concerns or questions. During this period, there will be a meeting for parents / carers to discuss our partnership with you and talk about any worries you might have, and an opportunity for you to work in class with your child.*

*A happy start is important for a successful school career. The EYFS is grounded in active learning provided by exciting indoor and outdoor opportunities. Through practical activities, purposeful play and talk pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents/ carers can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.*

*The EYFS curriculum develops children's personal, social and emotional well-being; promotes positive attitudes and dispositions towards learning; provides opportunities to develop social skills and physical and creative development as well as developing language and communication, reading and writing, numeracy and knowledge and understanding of the world.*

During the Reception Year there will be information evenings about the curriculum in school together with ideas about how you can help your child at home. We do hope that you attend as many of these sessions as possible.

## **Writing**

At Aqueduct, we use a wide range of techniques to ensure that our pupils are fluent and confident writers. We aim to provide the skills for children to write expressively for a range of different purposes, such as to persuade, to inform and to entertain differing audiences. Techniques such as drama, role play and the inclusion of contextual learning, all help our pupils to succeed. We encourage our children to believe that they can achieve, so teachers guide and instruct them in ways in which they can become better writers. This is done through sharing of assessments of their writing, agreeing targets for them to achieve, sharing and co-writing success criteria and modelling peer/ self-assessment throughout the school.

We not only focus on the content of the writing produced, but also the spelling and grammar. Spelling and grammar rules are embedded not only in Literacy lessons, but across our curriculum as a whole. We send individualised spellings home on a weekly basis and children are encouraged to write using Cursive Handwriting, which is practiced throughout the week.

## Reading

We love reading at Aqueduct! We aim to share our love of reading with all our pupils and encourage them to choose books which are interesting and enjoyable. All children at Aqueduct are asked to continue their reading at home. It is expected that children will read at least three times a week as part of their homework and this is recorded in their home-reading diaries.



Guided Reading takes place daily throughout Aqueduct and focuses on a wide range of texts. Teachers plan and deliver sessions which focus on key questions to challenge their ideas about a text and develop their abilities to deduce, infer and predict what may happen next.

## Phonics

At Aqueduct, our phonics programme is underpinned by the Read, Write, Inc programme. Children are taught at a stage appropriate to them and this allows them to understand how the sound of each letter (phoneme) links to the way in which that letter is written (grapheme). In EYFS (Reception) and Key Stage One, all pupils take part in a daily phonics session, building on and extending their knowledge. They are taught to blend words together and read/ spell tricky words, which are the ones we cannot sound out. In Key Stage Two, our pupils also have spelling sessions following the Read, Write Inc. spelling scheme. This is a robust and systematic programme which reflects the requirements of the New National Curriculum. Every child is given a spelling list that is sent home in preparation for a spelling test later in the week.

## Computing

Computing is taught throughout Aqueduct, across all lessons both as an aid to learning and skills needed to use different programs. We believe that computing is a pivotal part of our curriculum and due to this, we invest heavily in providing up to date equipment and programmes that our children can use. Interactive whiteboards are used in all classrooms.

## Modern Foreign Languages

Every week pupils in Key Stage Two take part in a French lesson; learning the language and the culture of France. The teaching involves a balance between spoken and written skills, ensuring that children are having fun whilst learning through interactive activities like games and songs.

## Mathematics

In order to teach our children to be confident and capable mathematicians, we use a range of teaching strategies. Our maths lessons are structured based on the 20/20/20/maths programme. This means assessment for learning is followed by teaching using models and images for approximately 20 minutes, followed by 20 minutes pupils progressing through differentiated tasks that increase in challenge and therefore ensure progress. Finally 20 minutes on a task that links to real life, where children have the opportunity to apply their learning and finally a 'challenge' task that offers depth and problem solving opportunities. The challenge task embeds guidance from the Government on 'mastery' teaching in our daily lessons to ensure that children have a depth of learning which in turn, allows them to apply their mathematical knowledge in a range of contexts. Our aim is for them to be able to confidently choose the most efficient method when solving problems or calculating the answer to a question. We make maths contextual and help our children to see that maths is all around us, in everyday life. Our calculation policy sets out which methods are taught in Aqueduct and shows how your child will progress in their calculating of addition, subtraction, multiplication and division. To read our current calculation policy, please see the School Policies page.

## Science

We actively encourage children to be curious, ask questions and design investigations to solve real life problems! Our children learn about space, our bodies and changes which happen in the natural world. To find out more about the topics your child is learning in science, please see their class page.

## History

We believe that a developing understanding of ourselves comes from a greater understanding of our past. History is vital to this and our

teaching staff ensures that our children are excited and engaged in their learning of the past. Aqueduct is incredibly lucky to be situated in such a historically rich area as Telford. We aim to bring history alive through our teaching and do this by using living museums, artefacts, trips out and experience days in school. To find out more about which aspects of History your child is learning about, please see their class page.

### **Geography**

It is our aim that all children at Aqueduct will understand where they are in the world and how they are linked to other places. We wish to celebrate the similarities between ourselves and others, not only in our locality but across the world. Our local environment is studied in depth across the key stages and we enhance their learning by taking them on trips to study locations further afield. Geographical enquiry is carried out inside and outside the classroom, using maps, photographs and ICT. To find out more about our teaching of Geography, please see your child's class page.

### **Religious Education**

At Aqueduct, we encourage our children to learn from religion, as well as about it. We hope our children develop a greater understanding of their own beliefs and the beliefs of others. A range of teaching resources are used to help our learners to enjoy working in a relevant and meaningful way. In addition to this, we also celebrate major festivals and share stories found in other cultures. Assemblies are used to provoke thought and reflect upon the lives we and others around us lead.

### **Spiritual, Moral, Social and Cultural (SMSC) education**

We offer a rich and varied curriculum that covers all aspects of SMSC. It is a critical aspect of learning in a developing child. It helps them to grow and develop as an individual, a member of their immediate family and as a member of their wider community. We work hard to ensure that children are fully aware of, and proud of, their own culture. We also ensure children are aware of the similarities and differences of cultures elsewhere in their own local community, nationally and globally. The themes covered include stereotyping, e-safety, friendships and celebrating ourselves. The SMSC curriculum underpins all of the work which we do at Aqueduct, as we aim to encourage our children into being resilient, independent and resourceful.

### **Physical Education and Games**

Here at Aqueduct, we are passionate about nurturing the sportsmen and women of tomorrow. The children have a minimum of 2 hours of Physical Education, which takes the form of Gymnastics, Dance, Swimming and team games. This year, at Aqueduct, we have employed a Sports Coach to develop and inspire staff and children to love sport and use it to enhance health and well being. The teaching of swimming is a high priority at Aqueduct and we aim that all children should be able to swim 25m by the time they leave us to go onto Secondary School. Our sports activities extend into a range of extra-curricular clubs, such as Gymnastics, Football, Netball, Street Dance, Dodgeball and Tennis. To find out more about our teaching of Physical education, please see our Sports page on the school web-site.



### **Art and Design**

A vibrant, colourful atmosphere where children's art work is celebrated is one of the features of our school. Key skills and techniques are taught to pupils, who build up sketch books during their time with us.

### **Design and Technology**

Design and Technology (DT) teaching at Aqueduct is an important part of learning about real life.

We deliver engaging lessons, set in real life contexts and allow our pupils to explore, make and create. The use of computing helps our children to become confident in DT, as well as learning about cooking and nutrition and sewing.

### **Music**

We understand the importance of children becoming talented musicians here at Aqueduct. Children partake in carefully planned sessions where they get to learn how to play instruments, listen critically to pieces of music, compose music and perform in front of an audience. Performances of music we have created are delivered to parents and the rest of the school and we sharpen our singing voices in weekly singing assemblies for Key Stage One and Two. Our end of Year performances and Nativities are a highlight in our school calendar.

### **Pupils with Special Educational Needs or disabilities (SEND)**

Staff and Governors at Aqueduct Primary School are committed to meeting the needs of all our pupils through providing a broad, balanced and

equal curriculum. Provision is included through whole class, small group, 1:1 and various specialist equipment. We understand the importance of family and school collaboration.

Our teachers plan for the inclusion of various teaching and learning strategies that will best meet the needs of our individual pupils. At Aqueduct Primary School we pride ourselves in identifying difficulties early on and then following a graduated response in supporting the specific needs of the child through careful planning, delivery and in some cases, specialist support from other professionals or services. Children can be identified with a special educational need or disability at any point throughout their education. This can be a short or long-term need.

The support put in place for a pupil will vary according to their need. All pupils with SEND will have an Assess, Plan, Do, Review (APDR) created. An APDR will identify the needs, support, progress of targets for the pupil and is reviewed termly by the class teacher with the support of TAs. Sometimes a child with SEND will have an Education, Health and care Plan (EHCP) which is a document that details identification and support required for children with specific needs or disability. These are closely monitored and reviewed alongside the Special Educational Needs or Disabilities Coordinator (SENDCo) who is responsible for the management of pupils with SEND throughout the school. Parents are always included in this process and will be invited to attend and contribute to meetings. Our SENDCo, Miss Plowman supports all class teachers in planning provision and where necessary, will refer pupils to other professionals and services such as Occupational Therapy or a Learning Support Advisory Teacher (LSAT).

## Attendance

### Guidance Notes for Parents requesting Leave in Term Time

1. Parents wishing the school to consider granting leave of absence in school term time should read these notes carefully and then complete and send to the Head Teacher the "Request for Leave During Term Time" form. This form should be sent to the school in time for the request to be considered well before the desired period of absence. Parents are strongly advised not to finalise any holiday booking arrangements before receiving the school's decision on their request. In any event, the request form must be received by the school at least four weeks before the departure date to allow sufficient time for appropriate consideration.
2. The granting of leave of absence in school term time is, by law, a matter for consideration and decision by the school. There is no automatic right to any leave in term time. The Department for Education (DfE) and Telford & Wrekin Local Authority (LA) policy is that family holidays should not be taken in school term time. Where

*such requests are made, for the leave to be granted, the Head Teacher should decide if there are exceptional circumstances.*

3. *Each case will be considered individually and on its own merits. Parents need, therefore, to consider very carefully before making any request for leave of absence the demands of the National and wider School Curriculum especially at the Key Stage assessment stage. In considering a request, the school will take account of: -*

- the exceptional circumstances stated that have given rise to the request;*
- the age of the child;*
- the stage of the child's education and progress and the effects of the requested absence on both elements;*
- the overall attendance pattern of the child;*
- the nature of the trip.*
- students/pupils on examination courses or due to take SATS will not normally be granted leave of absence.*

4. *Where parents have children in more than one school, a separate request must be made to each school. The Head Teacher of each school will make their own decision based on the factors relating to the child at their school. It is possible that because of these factors different decisions may be made. It is hoped that if this situation arises parents will be persuaded to accept the reasons for refusal given and, thereby, withdraw any other requests.*

### **Holidays in Term Time**

5. *Where requests for a grant of leave of absence are received from only one parent the response letter - agreeing or refusing - will be either addressed to both/all parents where they live at the same address or to each where they do not. This is to ensure, particularly in the case of a refusal, that both or all 'parents' are fully aware of the consequences of ignoring a refusal as the refusal letter clearly states that each parent will receive a penalty notice.*
6. *Should the school decide to grant leave of absence but, the child does not return to school at the time s/he was expected to (i.e. following the expiry of the granted leave of absence period) and, no information is available to the school to explain/justify the continuing absence or, make known the whereabouts of the child, his/her place at the school could be lost.*
7. *Should the School decide not to grant leave of absence and parents still take their child out of school the absence will be recorded as unauthorised which may be subject to a Holiday Penalty Notice fine of £60 per parent per child. This fine will increase to £120 if not*

paid within 21 days. Failure to pay the £120 fine within the period 22 to 28 days may lead to Court proceedings.

## *Other absences*

### *Lateness*

Children who arrive after the close of registration (8:55 am) will be recorded as late. Lateness is monitored very carefully by the Educational Welfare Officer

## *Admission arrangements*

As our Admissions Authority, the Local Authority (Telford and Wrekin LA, tel. 01952 380903), coordinates our admissions. All requests for Reception children (four and five year olds) places are coordinated by the LA.

Parents of Reception children will receive a Primary School Preference form from the Local Authority (LA) during the Autumn Term. This form allows you to select a first and second choice Primary School for your child. Allocations are made by the Local Authority and parents are informed during the Spring Term. The LA determines the allocation of Reception places based on factors such as children in care, children with brothers and sisters already in school and children with the shortest walking route to school. More details are available from school or the LA.

For admission to all other year groups, the school will admit children up to the class number limit, after which the class will be deemed full (30 children per class). Ensuring a successful start to school is a partnership between parents, pre-schools, schools and the Local Authority. All children must, by law, receive full-time education from the start of the term after their fifth birthday. All children are entitled to start in a Reception class in the September after their fourth birthday. Children do not have to start school in September if it is felt that they are not ready. Parents will also have the opportunity for their child to remain in nursery provision until the beginning of the Spring (January) or Summer (April) terms in the year in which they are due to start in the Reception class. It will, however, be necessary for parents to confirm their preferred start date in the Reception class in advance, when they receive their allocated school place from the Admissions Team. However, the statutory school age, by which a child must start school, will remain as the beginning of

the term after their fifth birthday. For some children this could mean that they do not reach the statutory age for starting school until the September after their fifth birthday. Parents should be aware that if they choose to delay a child's entry to school until the following September, the child would go straight into Year 1 rather than Reception. A Reception place cannot be held open for the whole school year and a family would have to reapply for a Year 1 place and the year group may already be full.

SEND and children with disabilities Arrangements for the admission of pupils with disabilities

Admissions arrangements for students with any disability are the same as those for any other student in the School or Local Authority. The School admission criteria can be obtained from the Telford & Wrekin website [www.telford.gov.uk](http://www.telford.gov.uk).

However, students with a specific statement of Special Educational Needs are required to be admitted if the School is named subject to relevant legislation set out in Schedule 27, paragraph 3 of the Education Act 1996.

Consideration is also given to other factors e.g. that the School can provide sufficient trained staff, appropriate facilities and the financial support to ensure pupils full and positive integration into the school.

Details of steps to prevent disabled pupils being treated less favourably than other pupils

If necessary pupils are supported within the classroom and our aim is to ensure that no student with disabilities is treated less favourably than any other students. Options available:

Fully inclusive education with in class support where necessary.

Differentiated work.

Escorted where necessary.

Very effective Pastoral system.

Details of existing facilities to assist access to the school by pupils with disabilities

Aqueduct Primary School is fully accessible to disabled students. Our facilities include:

Automatic entrance doors at the front of the building.

Single level with access ramps. One small set of stairs with a electric lift

for wheel chairs.

Teaching Assistant specifically employed when necessary.

Designated staff to ensure children are assisted in the event of an evacuation.

The accessibility plan (required under the Disability Discrimination Act 1995) (DDA) covering future policies for increasing access to the school by pupils with disabilities

Aqueduct Primary School has a DDA accessibility plan which is available to view on our website.

Most students with SEND are supported in the classroom. Occasionally, if specific needs are identified which cannot be met in a classroom situation, students will be withdrawn from an agreed part of the timetable to be given support for these particular identified needs.

Specialist Teachers, the Educational Psychologist, Learning Support Teachers and the Behaviour Support Service all provide regular input for the students, the staff in the department and for the whole school.

Prior to a student's transfer to Aqueduct Primary School, a well-established protocol ensures that students with SEND are identified and that parents / carers and pupils have the opportunity to meet the SENDCO and discuss any concerns they have.

The school SEND Policy is regularly reviewed. A full copy of this policy can be obtained by contacting the school office or on our website.

## School Performance Data

Below is our assessment data that we use to evaluate how well our school is performing. Department for Education

The Department for Education publishes a wide range of data about our school. Information on test data, children's progress, our intake and a range of other figures can be accessed [here](#).

### 2016-2017 Performance data

EYFS and KS1 Performance Data	Aqueduct Primary School	Telford and Wrekin	National	Gap to National
Children achieving a Good level of Development (GLD)				

at the end of EYFS (Reception year)				
Phonics Year 1				
Key Stage 1 Reading at Expected standard.				
Key Stage 1 Writing at Expected standard.				
Key Stage 1 Maths at Expected standard.				
Combine at expected standard.	71%	64%	60%	+11%
Key Stage 1 Reading achieving greater depth				
Key Stage 1 Writing achieving greater depth				
Key Stage 1 Maths achieving greater depth				

2016 Key Stage 2 performance information	Aqueduct Primary School	Telford and Wrekin	National	Gap to National
% achieving the expected standard of attainment in reading, writing and maths.				
% achieving a high level of attainment in reading, writing and maths.				
% achieving the expected standard of attainment in reading.				
% achieving a high level of attainment in reading.				
% achieving the expected standard of attainment in reading teacher assessment.				
% achieving the expected standard of attainment in writing teacher assessment.				
% achieving a high level of attainment in writing.				
% achieving the expected standard of attainment in GPS.				

% achieving a high level of attainment in GPS.				
% achieving the expected standard of attainment in maths.				
% achieving a high level of attainment in maths.				
% achieving the expected standard of attainment in maths teacher assessment.				
% achieving the expected standard of attainment in science teacher assessment				

2016 Key Stage 2 performance information	Aqueduct Primary School	Telford and Wrekin	National	Gap to National
Average progress in Reading				
Average progress in Writing				
Average progress in Maths				
Average scaled score in Reading.				
Average scaled score in Mathematics.				
Average scaled score in GPS				

The Government have now requested that all schools in all year groups assess without levels. We have a system in place which looks at where children are in their development compared to children of a similar age nationally. This system reports on children as **Entering, Developing and Secure in each age group band.**

## Additional Information

### Secondary Transfer

We feed into many different secondary schools and do all we can to ensure smooth transitions. Parents/carers of Year 6 children are given the Education Authority's information regarding making choices for Secondary Schools in the Autumn Term. During the Autumn term a pack from the Local Authority is given to each Y6 child giving information about Secondary School's open evenings when parents and children may go along and view the school and ask any questions they may have. Parents/carers are then required to complete the Education Authority's form to identify their choices of Secondary Schools in order of preference.

Allocation of places is made by the Local Authority and any appeals regarding allocation of Secondary Schools need to be made directly to Telford & Wrekin Education Authority. Good transition processes are in place with the local secondary schools.

Year 6 children spend two or more days in the Summer Term before they leave attending their allocated Secondary Schools.

### School uniform

At Aqueduct our school colours are **red and black**. We request children wear a red jumper / sweatshirts / cardigans and **black** skirts / pinafores or trousers. In warmer months, red gingham dresses / black smart shorts can be worn. All children need to wear sensible shoes (no heels or trainers please). In the colder weather, girls are permitted to wear black or grey tights.



For P.E. children need navy shorts, jogging bottoms and a white t-shirt. They also need trainers and a jumper / fleece for outside P.E.

### Also available:

Book Bags (£4.00), P.E. Bag (£3.50) and Water Bottle (£1)  
Fleeces (£12.00), Reversible Jacket (£16.50), Parka Coat (£15.95)  
All of the above are ordered as and when required, minimum order 8 items.

### Jewellery

The following items with school logos may be purchased from school:

School V-necked Sweatshirt  
School Cardigan  
School Polo shirt  
Hair scrunchie

The only items of jewellery (unless for religious reasons) that are considered appropriate for school are watches, and studs or sleepers worn in pierced ears.

### Lost property

Naming all items of clothing reduces the risk! Please name items of children's clothing. We do keep lost property for a reasonable period of time, but is often difficult to identify items that are not labelled. If your child has lost something then please check in their classroom first, then check in the lost property box.

### Healthy Eating

The school promotes a healthy eating policy and a hot meal is available each day, which usually includes fresh fruit and salads. Payment for meals should be made on Mondays, weekly or half-termly. You can pay by cash or cheque. Cheques should be made payable to Telford & Wrekin Council. Please send the correct amount in a sealed envelope with your child's name and class on and give the envelope into the class teacher first thing in the morning. Children may bring sandwiches for lunch. Parents of children entitled to free school meals may collect an application form from the school office. All applications are treated in strictest confidence. At break time free fruit is available to children in Key Stage 1. Additionally children can bring fruit from home to eat. Free school milk for Key Stage 1 is available on Tuesday and Thursday each week.

### Water Policy

At Aqueduct we understand the need for children to drink water regularly. Drinking water is available in every classroom and water fountains are available throughout the day and break times.

### First Aid

Simple first aid is given at school when necessary. If an accident needs hospital attention, we make every effort to contact you first. Please ensure information from you is up-to-date so that you can be contacted.

### Medical information

School needs to be regularly updated about any medical needs of your children.

## Medicines

Cough sweets/throat pastilles are not acceptable in school as children can choke on these. If any child requires medicine prescribed by their GP then the parents / carers must sign a specific medical consent form available from the school office. Children who need an inhaler must carry this with them at all times. If any child needs an Epipen, then they will have ready access to this at all times. Most members of staff are trained in basic first aid and some are trained to use an Epipen. A medical consent form must be completed.

No medicines are kept by the teachers in the classrooms (except Epipens and inhalers) - and nothing will be given by mouth to any child.

## Head Lice

Head Lice can be a real problem in schools. Advice on treatment is available from the school office if necessary. Please note that the school is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavour to keep parents / carers informed if there is an outbreak.

## Positive behaviour

Our approach is look for and reward positive behaviour in line with our Behaviour policy. We actively encourage children to praise each other. This includes praise from adults and may include presentation of stickers and certificates, culminating in regular 'achievement' assemblies. We are proactive in supporting good behaviour. Our School Council and Pupil Safe Guarding Board supports our principles of involving children in how our school operates.

If behaviour is unacceptable, there are a range of sanctions including loss of 'free time', (play/lunch break). For more serious or persistent challenging behaviour, parents will be informed and consulted with the use of various behaviour monitoring systems.



The use of physical intervention is rare and is, wherever possible avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting him



*/ her self or others. Any intervention used will always be minimal and in proportion to the circumstances of the incident. There is a school policy on the use of Physical Intervention.*

### **Parents in Partnership**

*We welcome parents and carers into School believing we are partners in the education of your children. If you are ever able to help, especially on a regular basis, please contact your child's teacher. Police checks and DBS checks are carried out on all adults helping in school.*

*Parental responsibility is set out by the Pupils' and Parents' branch of the Department for Education as follows:-*

*"Parental responsibility extends beyond securing regular school attendance. Parents should ensure that their children arrive at school on time, properly attired and in a condition to learn. Furthermore, they need to see themselves as partners with schools in the education of their children. This means instilling in their children a respect for education - and for those who deliver it. Parents should also impress upon their children the need to observe schools' codes of conduct and reinforce this through discipline in the home."*

### **Communication with parents / carers**

*The school communicates with parents / carers in various ways e.g. newsletters, questionnaires, parents' consultations and informal evenings. Information is also available on our website*

(<http://www.aqueductprimary.co.uk/>).

Parents / carers are invited to a range of events: assemblies, Parents' Evenings, open evenings, sports days, family lunches and training courses.

### **School Complaints procedures**

Matters regarding the school curriculum or religious worship should be addressed in the first instance to the Head Teacher who will be able to provide you with further details and hopefully clarify any issues or questions you may have.

For all other complaints or concerns parents (and others) are encouraged to raise them initially with the **Class teacher or Head teacher** who will be able to discuss them either there and then or at a mutually agreed time.

Should it not be possible to resolve any complaint or concern satisfactorily in this way, the complaint should be put in writing and sent or given to the Head Teacher. If you would like assistance in setting out your complaint the school will, if asked, help you to do this facilitating access to translation services where necessary. The school then promises to deal with your complaint as follows:

- formally acknowledge it within five working days;
- tell you the name and telephone number of the person looking into your complaint;
- respond within twenty school working days or if it is not possible to give you a complete answer, tell you what is being done to investigate and how long it is expected to take;
- tell you if it has to be dealt with under a special procedure.

If you are not satisfied with the outcome of your complaint you can write to the Chair of Governors, c/o the school, who will arrange for the Governing Body to consider what you have to say.

Should you still not be satisfied and want to take the matter further you will be informed who else you can write to at that stage.

Please refer to our policies page for more information.

An easy way to find out more about our school and community offer is to log on to our website <http://www.aqueductprimary.co.uk/>

## Contact us

Head teacher: Mrs Lockley

Administrator: Mrs Wheatley

Support Admin: Mrs Harper

Address:

Aqueduct primary School  
Castlefields Way  
Aqueduct  
Telford

TF4 3RP

Tel: 01952 386210

<http://www.aqueductprimary.co.uk/>



School Administrators  
Mrs Wheatley & Mrs Harper.