



Priorswood
Primary School

Prospectus for Parents and Carers 2024-25

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Welcome to Priorswood Primary School

Dear Parents and Carers,

Welcome to Priorswood Primary School. A school that continues to grow, meeting the needs of all children from the ages of 2-11 through our Nursery and Primary School. From September 2018, our school became part of [The Redstart Learning Partnership](#) (TRLP). TRLP is a Multi Academy Trust of primary schools in Somerset. The Partnership has one simple aim; to provide an outstanding education for every child.

We hope you, your child, and your family enjoy being part of our school and that these memorable years are full of excitement, challenge, interest and value.

Our school prides itself on being caring and collaborative. This comes first and foremost from the whole staff team who work here – you will notice a team spirit and a sense of support and partnership. This means that you can speak openly and honestly to any of us and we will, together, work at doing the best for your child.

The staff and leadership team of Priorswood Primary School are very proud to be part of this friendly school. There is a shared vision to work as a team, together with parents, to ensure that each and every child here has the best opportunity possible to prepare them for future life. Children are at the heart of all that we do here at Priorswood.

Our team aim to be open, friendly, caring and supportive. This prospectus gives you some key information and there is more on our website.

We welcome you and your child to come and have a look around our school, meet the staff and talk to our children. Please ask about anything and everything. We are proud of our school and welcome the opportunity to share our hard work with you. If you would like to arrange a visit please contact the school office.

Thank you for reading this prospectus.

With best wishes,

The Priorswood Team

Aims and Mission Statement

“Making moments matter”

Our School Values

Respect, Integrity and Courage

Our School Aims

- Create a safe, trusting and loving environment where each individual is encouraged to express opinion, be an independent learner, take responsibility, and learn from their experiences
- Work closely in partnership with our children, their parents and families, our governors and the wider community to achieve excellence
- Inspire a love of lifelong learning
- Respect individuality and celebrate diversity
- Praise all types of achievement
- Create in all a sense of belonging
- Motivate and enable all to achieve their full potential
- Develop in our children an understanding of their place in the world and how they can make a positive contribution
- Provide our children with a rich learning experience to enable them to achieve the highest standards
- Equip our children with the skills and tools to become citizens of an ever-changing world, and to deal with change

Safeguarding Children

Our school fully recognises the responsibility it has to safeguard the welfare of children under our care under the Education Act 2002 and the contribution it can make to protect children and support pupils in school.

All staff involved with children (teaching and non-teaching) have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns.

Our Safeguarding Children Policy looks at the three main elements of our commitment to safeguarding the welfare of all children in our care.

- 1. Prevention** through the teaching and pastoral support offered to the pupils within the whole school protective ethos.
- 2. Protection** by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
- 3. Support** to pupils who may have been abused

The full policy is available on request, please ask at the school office or it is available to view on our school website

Organisation

Currently, classes are arranged as follows across the Key Stages as follows:

Early Years Foundation Stage

Priorswood Nursery offers places for children aged 2-4 years old.

Our Reception Class is a single year group of Year R. This class is called 'Owl'.

Key Stage 1

We have two classes in KS1 – Year 1 is called "Squirrel" and Year 2 is called "Hedgehog".

Key Stage 2

We have four classes in KS2 - Year 3 are called "Otter", Year 4 are called "Fox", Year 5 are called "Badger", and the Year 6 class is called "Stag".

Staffing Structure

Head of School / Designated Safeguarding Lead	Mrs Carly Ellis
Assistant Principal/ Deputy Designated Safeguarding Lead	Mrs Lucy Davis
SENCo	Miss Sarah Fitsimmons
Teaching Staff	Mrs Laura Powell-Thomas Mrs Lucy Davis Miss Emily Griffin

	Miss Rebeka Thompson Miss Ashleigh Thompson Miss Hannah Bardle Mrs Ellie Cullen Miss Jessica Long Miss Jo Habgood
Support Staff	Mrs Joanne Bale Mrs Gemma Ball Mr Jake Ripley Mrs Jan Tanner Miss Joanne White Mrs Karen Taylor Miss Casey Hickey Mrs Yvonne Harper
Nursery Staff	Mrs Kirsty Reynolds (Lead) Miss Ellie Smith
School Office Manager	Mrs Denise Hartland
Office Administrator	Mrs Leanne Newcombe
Midday Supervisors	Mrs Verity Gettings Miss Sam Hartley
Breakfast and Tea Clubs Supervisor	Miss Karen Mortimer
Caretaker	tbc
Cleaners	tbc Mrs Bozena Morris

The School Day

School Day	Time
Gates open	8.45am
School begins	8.50am
Break time **	10.30-10.45am Reception and KS1 10.45-11.00am KS2
Lunch break	12-1pm
Assembly	2.50pm
School Ends	3.10pm

** Reception class has continuous provision throughout the day. However, they will start to use the playground for morning break after Christmas once they are more settled. Key Stage 1 children also have a short break during the afternoon session

The current class arrangements are as follows:

Year Group	Class Name	Teacher
Reception	Owl	Miss Griffin
Year 1	Squirrel	Miss Habgood
Year 2	Hedgehog	Miss Bardle
Year 3	Otter	Mrs A Egerton
Year 4	Fox	Mrs Cullen/Mrs Powell-Thomas

Year 5	Badger	Miss Lang
Year 6	Stag	Miss R Thompson
Forest School		Mr Ripley

Breakfast and Tea Club

Our school runs a Breakfast Club which starts at 8.00am. Children enjoy a choice of healthy breakfast options and have a calm and purposeful start to their day. Tea Club runs from 3.10 – 5.30pm. Prices are available on request.

All sessions must be booked and paid for in advance so that we can monitor numbers to ensure the correct ratio of adults to children. Booking is made via the Parent Mail app.

Arrival at School

The school gates open at 8.45am and children will be met at the gate by an adult. The gates will be closed at 8.50am, children arriving after this time must gain entry via the main entrance where a reason for lateness should be given to the school office.

Reception Class enter the school via the Nursery gate and are met by staff there.

The main school door has a secure entry system and we ask that parents and children only use this entrance if they wish to visit the School Office, wish to speak to the Head of School or SENCo or are late for school. Children **must** be signed in at the office if they arrive **late** and out at the office if they **leave** school during the school day.

All visitors must report to the office, sign in, and be issued with a visitor's badge.

Absence

Absence from School

The school highly values good attendance and punctuality. The school is legally required to notify the Local Authority about any unexplained absences. It is vital that parents inform the school by 9am on each day of their child's absence. Should absence not be reported, the school will telephone to find out the reason for absence. For continuing or frequent absences, school may require supporting evidence which may include medical evidence such as a prescription, appointment card or compliment slip.

Requests for a Holiday during Term Time

Requests for a holiday in term time will only be considered under exceptional or special circumstances. A Term Time Leave form should be completed in good time prior to the proposed holiday (available on the school website or from the school office). A number of factors will be taken into account when considering the request such as your child's current percentage of attendance. Please note the school can consider requesting a Warning/Penalty Notice from the Education Attendance Service after 10 sessions of unauthorised absences in the last 12 school weeks.

Communication

At Priorswood, we communicate in the following ways –

- We use Dojo regularly, posting pictures and info on class pages as well as reminders and notices being uploaded
- Parents' evenings three times a year as well as other meetings when requested
- Parents are able to message teachers directly
- Termly newsletter
- Website updated with all information regarding curriculum and what is being taught
- Class assemblies to share learning
- Written end of year report
- SENCo meetings regularly to discuss children's needs (those on SEN register)

If you wish to discuss any issues or concerns regarding your child please speak to your child's Class Teacher or Teaching Assistant in the first instance. If you still have concerns you are welcome to contact SENCo (if relevant) and Head of School/Assistant Principal.

Parents are expected to download the ClassDojo app so that they can receive information about class activities from the class teacher. This is our main communication route to parents and whole school announcements are made on this site too. Children can earn Dojo points for various achievements and receive certificates when they reach agreed levels.

Lunchtime and Playtime

We can provide your child with a cooked/cold mid-day meal which is prepared in the kitchen on site. Dinners must be ordered and paid for in advance using the Parent Mail app. An adjustment will be made if your child is absent. Please enquire at the School Office for current prices. All children in Reception class and Years 1 and 2 are entitled to a free meal under the Universal Infant Free School Meal scheme. Free School Meals are available for Key Stage 2 children for families who qualify – details of this are available from the school office.

Alternatively your child may prefer to bring a packed lunch – please bring this in a secure, named lunch box. A healthy packed lunch is recommended – with no fizzy drinks, chocolate bars or sweets. Children eat together in the school hall and are supervised by Mid-day Supervisors and Teaching Assistants.

At morning break all the children in Reception class and KS1 have fresh fruit or vegetable snacks provided for them. Key Stage 2 children can bring in fruit for break time. There is also an opportunity for children to have fresh milk to drink each day – the milk is ordered on a termly basis from Cool Milk at their website www.coolmilk.com. Milk is provided free for the under 5's, provided it has been ordered through Cool Milk.

PLEASE NOTE THAT WE ARE A NUT FREE SCHOOL

Uniform

Children at our school wear the following agreed uniform:

- Bottle Green v-neck sweatshirt or cardigan **with school logo**
- Plain white polo shirt (tucked in)
- Grey trousers, shorts, skirt or pinafore dress
- Black sensible school shoes - shoes must be "polishable" - no boots, trainers or canvas shoes
- Grey, white or black socks / grey or black tights
- Green and white gingham dress in the warm weather
- Bottle Green logo book bag (optional but incredibly helpful!)

We ask that:

- The heels on girls' shoes must be of a height which they can safely run in the playground.
- Shoes should have secure fastenings for this same reason (no ballet pumps or slippers, flip flops or open toed sandals without socks).
- Hair should be of one, natural colour and no extreme hairstyles e.g. Mohican and should not be shorter than grade 3.
- No make-up or nail polish should be worn.
- Earrings should be simple plain studs.(see P.E. notes)

P.E. Kit

P.E. kit is essential for all sports activities. This is black shorts, a **yellow or green school logo T-shirt** and a pair of trainers or daps. A named bag in which the kit can be kept is also essential. Please ensure that PE kit is sent to school at the beginning of each week ready for lessons.

For Health and Safety reasons children will be asked to remove any watches or stud earrings before undertaking any P.E. activities.

Uniform and P.E. Kit is available to buy from 'South West Schoolwear' (located at East Reach, Taunton).

Forest School

Each class have a weekly visit to our 'Forest School' area. Each session your child will need:

- Wellies (or sturdy boots or trainers).
- Long trousers, a long-sleeved top and an 'extra layer' – perhaps a fleece or jumper.
- **Every session your child will need to bring a waterproof coat (whatever the weather!)** so that the whole class can continue outside if the weather changes. If possible, please also provide waterproof trousers.
- Warm socks every session and a hat and gloves when the weather becomes colder; or a sun hat if it is sunny.
- Names on clothes and footwear are essential!

Swimming Kit (KS2)

Swimming is part of the curriculum and children swim on a rotational basis for one session per week at a local pool. Parents and carers are asked to contribute to the cost of these sessions both for the use of the pool and transport to the pool by coach.

Children will require a swimming costume/trunks and a towel. Boys must wear normal swim trunks/shorts which are above the knee not surfing shorts as these are restrictive in the pool. Goggles are optional. All items should be named and sent to school in a named bag on swimming days. A letter will be sent home before your child's class is due to swim.

Jewellery

Jewellery is not allowed to be worn by children at our school (this includes wrist bands, necklaces, rings, etc). There are two exceptions: stud earrings (if ears have been pierced) and wrist watches. We can accept no responsibility for lost items of jewellery.

Lost Property

Please **name** all your child's clothing and belongings to avoid a build-up of items in our lost property. We have huge amounts of un-named lost property.

Medical Checks

Routine testing of eyesight is carried out by the School Nurse. If any problems are detected parents will be informed and appropriate advice given. As part of the National Child Measurement Programme, children in Reception and Year 6 are weighed and measured in school by trained nurses.

The problem of head lice is identified sometimes in school. It is not school policy to inform the parents of all children in the class where head lice have been found, so we encourage you to check your child's hair regularly. Please ensure that long hair is tied back.

First Aid/Medicines

First Aid is given if necessary by trained members of staff, and all accidents are dealt with immediately. In any case of doubt about injuries, we will contact you. If a child bumps their head, a note will come home and the child will be wearing a sticker that says they have bumped their head. A call will also be made home to make you aware.

It is most important that the emergency phone numbers on your child's records are kept up-to-date. Please inform us immediately of any changes.

If your child requires any medicine at school, you will need to complete a Medicine Form (at the School Office or on the website). We will require a Doctor's note or prescription label on any medication which your child needs. Please do not send throat/cough sweets into school with your child.

Curriculum

The Early Years Foundation Stage (EYFS) (Ages 2 to 5)

The EYFS forms the building blocks and foundation to the rest of your child's education and learning. The emphasis initially is on play-based learning opportunities that encourage children. A range of child-initiated and adult-led learning opportunities will be planned for every child.

The key areas of learning between the ages of 2-5 include:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematical Development
- Knowledge of the world
- Physical Development
- Expressive Arts and Design

During the Early Years Foundation Stage the teacher will put together a 'Personal Pathway' booklet for your child which shows how well they are progressing in the above areas of learning. This will inform the completion of the Early Years Foundation Stage profile which acts as a transfer 'passport' from the end of the EYFS to the start of the National Curriculum.

The National Curriculum: Age 5-11 and onwards

Once in Year 1 at school, if your child is ready to access the national curriculum, your child will start to be taught a range of skills and knowledge across the following areas:

English, Geography, Maths, Art and Design, Science, Music, Design and Technology (DT), Information and Communication Technology (ICT), History, Physical Education (PE), Religious Education (RE), Personal, Social, Health and Citizenship Education (PSHCE)

At Priorswood, we deliver the national curriculum through an integrated, skill-based approach, with a focus on using the local area, hands-on learning and global links.

Knowledge Organisers are sent out at the start to each Theme to alert you to the areas your child will be learning.

At the end of Year 1 children take part in a Phonics Screening check and again at the end of Year 2 if the standard is not achieved.

At the end of Key Stage 1 your child will be formally assessed using teacher assessment supported by SATs (Standard Assessment Tests) in Reading, Writing, Speaking and Listening, Maths and Science.

At the end of Key Stage 2 (at the end of Year 6), your child will sit another set of SATs. These tests include Reading, Spelling, Punctuation and Grammar and Maths. In addition to these tests there is a teacher assessment made in Writing and Science.

Curriculum at Priorswood

At Priorswood, the Curriculum enables children to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to live safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to society

At Priorswood, we put most emphasis on each of these aims as follows:

Successful learners who:

- enjoy learning and are motivated to achieve the best they can now and in the future
- have the essential learning skills of literacy, maths and information and communication technology
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- are able to learn independently and with others

Confident individuals who:

- have a sense of self-worth and personal identity
- recognise their talents and have ambitions
- are open to the excitement and inspiration offered by the natural world and human achievements.

Responsible citizens who:

- are well prepared for life and work
- are able to work cooperatively with others
- respect others and act with integrity
- enjoy life-long learning

Wider Personal Development

Values

Our school values are:

1. Respect
2. Integrity
3. Courage

Assemblies

Our values are explored through exciting, interactive and relevant Values Assemblies each week. We remind ourselves of our core values each week Teaching our values so explicitly allows us to mould a shared understanding of how we live well together. This assembly also gives us an opportunity to celebrate children who

have demonstrated these values throughout the week. The well-being paragraph below will explain this further.

Once a week, we also have a Celebration Assembly. This is an assembly to celebrate individual and House achievements. Two children from each class are awarded a Star of the Week certificate. One certificate focuses on academic achievements and another celebrates our school values. In addition to this, the House Captains will award individual children with Dojo certificates (more details about this in the 'Our House System at Priorswood' section). Spelling test achievements are also celebrated.

During the year we also welcome our local vicar from St Andrew's Church, into school. He delivers assemblies based on values and teachings of a Christian focus. There are also many other visitors who may come to deliver an assembly with a different focus. For example, we have had visitors talking about railway safety, construction site safety or subject specific, for example, we had a demonstration from Fizz Pop to promote Science.

Well-being Team

The Wellbeing Team consists of 3 members of staff: Miss Fitzsimmons, Mrs Egerton and Mrs Powell-Thomas and pupils (from Year 1-Year 6). This is a new team that has been set up to look at the wellbeing of children and staff at Priorswood School.

The wellbeing team meets every Monday lunchtime to discuss ideas about how we can improve our wellbeing. The first suggestion from the children has already been actioned where they were able to wear their pyjamas/something they felt comfortable in. The children are really passionate and keen to improve the wellbeing for all at Priorswood which is lovely to see.

The idea behind letting the children and staff express different ways to improve our wellbeing is that scientific research has shown that by improving our wellbeing it:

- improves attitudes to learning
- ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future
- creates a happier school environment for all

In the future, we also hope to get the class wellbeing reps to educate their classes on things that children can do to support their own wellbeing.

From January 2024, to start the New Year the Wellbeing Team are introducing a lovely idea to celebrate your birthday! If it is your birthday you can come to school in non-school uniform for the day. We understand that your birthday may fall on a weekend or a school holiday, so to make sure everybody has their special non-uniform day you can come to school on the last day of that term or last day of the week. We look forward to making sure your birthday feels that extra bit special!

School Council

At Priorswood we have a school council which is a group of children within school who are elected by their peers to represent them and their views. Elections for this role are held in September and those children who are chosen will be given a school badge to identify their role to others.

Why do we have a school council? Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them. A school council that is supported and nurtured helps to improve many aspects of school life. It is an important and useful way for schools to provide leadership and development opportunities for their pupils. School councils are an excellent way in which to increase participation, teaching young people about democracy, local and global citizenship and accountability.

The school council is working hard at linking with our school values. They have come up with an award system that celebrates children who demonstrate our school values. Children place their name in a box and then, during our Values Assembly, Mrs Ellis pulls a name from the box. The named child comes to collect a lanyard which they can wear in school all week which identifies that child to have positively contributed to our school, demonstrating the values we hold.

Forest School

At Priorswood we believe that Forest School is an important part of our curriculum offer. It is an ethos that promotes self-esteem, creativity, confidence and independence. It is a series of long-term sessions that build on the needs and development of the child. All children access this provision once a week for half a day. It enables supported risk-taking, child-centred learning, exploration and play. Please see our website for more information about our curriculum including Forest School.

PSHE

Our PSHE is taught using the tool SCARF which is an online teaching tool. SCARF (which represents values for children of Safety, Caring, Achievement, Resilience and Friendship) provide a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Although children are taught PSHE once a week, it is not an isolated subject and is very much an area of the curriculum that features in everyday learning from the moment children enter school to the moment they leave. Please see our website for more information about our curriculum including PSHE.

Religious Education (RE)

From the children's first day at school RE gives children valuable insights into the diverse beliefs & opinions held by people today. It helps with their own personal development & supports an understanding of the spiritual, moral, social & cultural questions that surface again & again in their lives. Please see our website for more information about our curriculum including RE.

Key ideas are taught at an age appropriate level and the design of the curriculum means that pupils will revisit them again with increasing sophistication. Pupils' knowledge and skills build over time so connections can be made.

By the end of Key Stage 1 and in more depth by the end of Key Stage 2 - Pupils will be secure in their knowledge about key beliefs in:-

- Christianity- knowledge of Salvation, Belief-God, Incarnation, Agape
- Judaism- God and the Covenant, Torah,
- Islam- submission of faith, Iman- faith and messengers of Allah
- Hinduism- Dharma, Deity
- Humanism-- terms 'humanist', 'atheist', 'happy human.'

Provision for withdrawal from collective worship

Priorswood is a non-denominational school though we do follow a basically Christian ethos, whilst raising awareness of other religions. Under the provision of the Education Reform Act 1988, all parents have a right to withdraw their child from the School's daily act of collective worship or from Religious Education. Any parent wishing to withdraw a child from these elements of the Curriculum should make a written request to the Head of School.

Health Week

In May, we hold a Health Week where children are given lots of opportunities to learn about being healthy. We have external visitors like nurses and those in the health profession as well as visitors who teach children about different sports like American football. The children thoroughly enjoy this week of fun filled learning. During this week, we also hold a competitive sports day as well as team sporting activities to earn points for their house.

This week is also the week that we focus on delivering Relationship and Sex Education (RSE). The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships Education also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support this.

Relationship and Sex Education (RSE)

Relationship and Sex Education (RSE) is also integrated into themes throughout the school, with a particular focus on it during our Health Week in the Summer Term. RSE is delivered to all children from Reception to Year 6. Some parts of RSE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of RSE if they wish to do so. (If you wish to withdraw your child from this part of RSE, please discuss this with the Head of School.)

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships Education also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support this.

Through Relationships Education (and RSE), we teach children the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Near the time, adults are invited into school to look through the material their child's class will be teaching and ask any questions they may have.

International Mother Language Week

At Priorswood, we celebrate a range of languages and cultures within our school community. We are always looking for ways to celebrate our diversity and International Mother Language Day plays an important role in this. As a way of further nurturing our inclusive environment, we spend the afternoons during our Mother Language Week learning about the variety of cultures and languages spoken within our classes, as well as finding out about the home countries themselves. We welcome parents to share experiences and information and children are encouraged to use their mother language, as well as share their knowledge and skills about their home country or language, with the rest of the class.

Home Learning

At Priorswood Primary School it is believed that, at primary age, children's time out of school should be their own in which to pursue their interests, hobbies and be able to play. There are many opportunities at Priorswood Primary School for extra-curricular activities outside the formal school day.

Homework activities are identified on half termly posters. They are sent out in the last week of term ready for the following term. These include, weekly spelling list, reading independently or with an adult daily, x-tables, learning knowledge organisers. Home projects are optional, and children will be encouraged to share their learning verbally to the class to continue to develop articulate learners.

It is hoped that parents/carers will share books at home with their children throughout their time at school, from Pre-School to Year 6. Children will take books home to look at, read and enjoy with parents/carers. Families are encouraged to make positive comments in Reading Log books. Parents who would like further advice on how to support their children's reading should ask the class teacher.

On our website you will find a large bank of stories that children can access independently. These are stories that staff members have recorded.

Children may also be asked to learn poems, readings or scripts for special events. They might plan stories or prepare a review or talk. Parents/carers are encouraged to contact their child's teacher, or the Head of School, if they have any concerns regarding home learning.

Parents' Meetings

Parents' meetings are held once a term – Autumn, Spring and Summer - to discuss your child's progress.

There will be opportunities throughout the year where you can informally meet with the class teacher and look at children's books. In July, parents and carers will receive a written report outlining the progress and attainment of your child, and also outline areas for development. If the teacher thinks that your child needs additional support they will of course discuss this with you.

There are regular opportunities for parents and carers to share in, and celebrate, their children's learning and achievements, for example, class assemblies throughout the school year, Harvest assembly, school productions and Year 6 Leavers Assembly. Our Christmas and Easter assemblies take place at a local Church.

House System

What is a House system?

The House system searches for ways that students and staff can feel more connected to and involved with the community around them. It facilitates discussions between the most junior and most senior of the school and fosters friendly competitive spirit along the way.

The Houses reflect the school's diversity, encompassing students of various races, ethnicities, ages, and academic abilities. Teachers and staff members are assigned to the houses to encourage stronger relationships between adults and students. Everyone in Priorswood Primary School is involved in representing their House and this is demonstrated in different ways.

What is the purpose of a House system?

The Houses are an important part of our community and they form a focus of school life in many ways such as academic, social, sporting, leadership and responsibilities. Assemblies are also used to bring students up to date on upcoming events, scores, and encouragement of good practice.

The Houses provide children with a sense of belonging, a sense of achievement outside the classroom and fun and excitement through competition.

What are the benefits of House systems?

At Priorswood Primary School, the House system supports our students and some of the ways this is achieved are:

- Fostering respect, consideration and courtesy throughout the school community.
- Encouraging positive self-esteem amongst students and promoting the values and ethos of the school community.
- Providing opportunities to obtain the essential life skills necessary to thrive in a rapidly changing society.
- Providing chances for equality of opportunities as well as encouragement so that students can realise their full potential.
- The promotion of student responsibilities, leadership skills and collaboration.
- The development of students' personal and social skills and well-being.
- Ensuring our school is a school that students, parents, staff, governors and the wider community can be justly proud of.

Our students are extremely proud and loyal to their House and the aim is that for many years to come, there will be healthy and positive competition between Houses. The camaraderie and sense of community spirit amongst the four Houses will inspire a feeling of identity and belonging.

How do we sort Houses?

The school is divided into subunits called 'Houses'. In Priorswood Primary School, there are four Houses which are VIVARY, HESTERCOMBE, FRENCH WEIR and CASTLE GREEN. All staff and students are assigned to a specific House when they join the school. Pupils are assigned to houses randomly. The houses were named suitably to our community.

House Captains

There is an application process to become a House Captain. The House Captains participate in organising, promoting and running events. House Captains have regular meetings, give information and announcements and work with teachers and students to ensure that the essence of all the houses is a prominent feature in the school community. The House Captains have special house badges so that they are easily recognisable.

House Points/Dojos

House Points are given out in the form of Dojo Points. Dojos are collected for individual children and they are awarded for these individual achievements. However, the points also collectively support the house teams.

In our Celebration Assemblies (discussed further in the 'Wider Personal Development' section), children will be awarded a wrist band and a certificate for reaching Dojo milestones.

The winning house for each half term has a non-uniform day to celebrate their achievements. In May, during our Health Week/Sports Day, children will compete for house points to be the winning house. The winning house is then presented with a cup featuring a ribbon of the house colour.

Clubs and Activities

After-school clubs provide a wide range of benefits to children and help them develop socially, physically and emotionally. It is a great way to give children new experiences and develop new skills. As we take part in a lot of outside tournaments, there will always be a club after school that will focus on the sporting activity that will be coming up for the children to play against other schools.

We also link the club to an end goal/product so that there is a strong purpose. For example, we hold a Monster Bash every year and this year the dance club produced a dance to perform during the evening, the cooking club made and decorated the cookies for the event and the art club produced the decorations. We also hold Trust events such as our Public Speaking Event, Year 6 Celebration at Taunton School and the Performing Arts Festival held at The Brewhouse.

We are a **7 class school** and the clubs are predominantly led by the class teachers, with the exception of Mr Ripley who has always led a club too. We make considerations for year groups and try hard to ensure there is a balance of KS1 and

KS2 clubs as well as a mix of experiences. Reception Class, after the first term, are more settled and are welcome to join the KS1 clubs after Christmas.

These clubs are run VOLUNTARILY by the teaching staff. Therefore, it is impossible to have more than 6 clubs in one week and if we are balancing KS1 and KS2, there will not be 6 KS1 clubs and 6 KS2 clubs.

In addition to running a club, members of staff are then also assisting in the away tournaments as well as supporting in all the after school fundraising events.

Unfortunately, some clubs do have a limit on the number of children that can attend and that will be due to the safety of the children attending the club or the nature of the activity. Because of this, we do have a rule in place where children who have missed a session (without good reason), will be asked to leave the club and a space will then become available. Mrs Newcombe holds a waiting list for clubs that are full.

We have tried to encourage some outside agency clubs to run but these are then offered with a fee. When we have tried to offer these in the past, we have had to cancel them as we haven't had enough interest.

Clubs change from term to term. A full list of clubs available is sent out at the beginning of each term and can be booked through Parent Mail. Clubs do not run in the first or last week of a full term.

Class Visits

During the school year, class teachers organise trips to extend the children's learning for the children in their class. Class preparation and follow-up of these events is considerable and we hope that all children will take part in these activities. These visits have to be self-funding and can only go ahead if we are able to cover the cost from voluntary contributions.

Workshops and Projects

Throughout the year children can be involved in lots of external projects. Please see our website for a list of all the experiences children have been provided with.

Trust Wide Events

There are three Trust wide events, the Performing Arts Festival at The Brewhouse, Public Speaking event (three times a year) and the Year 6 Celebration Event at Taunton School.

Friends of Priorswood School (FOPS)

The Friends of Priorswood School are a group of parents, carers and friends of the school, who are able to offer some time across the school year to:

- Raise funds;
- Organise school community events;

- Help with trips;
- Organise Parent Evening refreshments etc.

It is led by a class teacher and teaching assistant. There are several events that run each year. In the Autumn Term, there is a Monster Bash (Halloween Disco) and a Christmas Fair. In the Spring Term, we have an Easter competition and a huge cake sale or an Easter Fair. In the Summer Term, there is a Summer Fair and Bounce-a-thon. We are building more annual events and would like to offer Family Bingo in the future.

The money raised by the team is spent by the school on resources to support the children's learning. They also try to subsidise trips out of school as well as pay for groups visiting the school for music and drama events.

Their continued support of the school is invaluable in its ability to provide the extras that the budget cannot cover. New members are always welcomed – the more ideas generated the better! If you think you can help and want to have some fun along the way, please contact the School Office.

Money in School

We are a cashless office. Items such as school meals, trips, and swimming are paid via the Parent Mail app.

School Photographer

We arrange a visit to the School by a professional photographer annually. Photographs may be purchased if you wish. They are always of a high quality and represent valuable mementos of those fleeting primary school days.

Privacy Notice (How we use pupil information)

Why do we collect and use pupil information?

We collect and use pupil information under legal and statutory obligations within the Education Act 1996, The Children Act 2004; Education and Inspections Act 2006; Education Act 2011; and the Family and Children's Act 2014.

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information

- Relevant medical information
- Special educational needs information
- Exclusions / behavioural information

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided

to us on a voluntary basis. To comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data for the periods of time as stated in the IRMS Records Management Schools Toolkit which can be seen at:

https://irms.site-ym.com/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016_IRMS_Toolkit_for_Schools_v5_Master.pdf

Who do we share pupil information with?

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- local health services
- the Department for Education (DfE)
- Multi Academy Trusts (MATs)

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis.

This

data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the

Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data