

# Wray with Botton Endowed Primary School Prospectus



“This is a small school where everyone gets along together. Pupils told inspectors that they are happy at school and that the school is like an extended family. Staff know pupils well and what they need to flourish. Staff ensure that the school is a safe place for pupils.” – Ofsted 2019

A warm welcome to Wray with Botton Endowed Primary School. We are a happy and friendly community who put the children in our care at the very heart of everything we do. Our aim is to provide the very best education in an exciting, wonderfully creative, safe and secure environment. Wray Endowed School is a county controlled Primary School for children from 4—11 years. The school has an admission number of 7 and admits children from Wray village and the surrounding areas.

Our school dates back to 1684 when it was founded by Captain Richard Pooley. Richard Pooley followed a successful career as a soldier of the Parliamentary army under Oliver Cromwell, and after being made a Captain by Cromwell at the Battle of Worcester he returned home to Wray. On his death he left £200 for the endowment of a free school for his village. A local farm was purchased, the income from which was invested and used to build the school and to pay a teacher to provide an education for the children of the village. The school was rebuilt in 1885 retaining many original features.

An annexe was completed in 2001 funded by money raised by the school and village community. Upstairs there are two large rooms for teaching Years 2 - 6, while downstairs there is a large room for teaching Reception and Year 1 and a hall used by infants for teaching and play. The village hall (Wray Institute) is used for PE, and the school has a large playing field in the centre of the village which is used for sports.

The school has a board of Trustees who continue to invest the endowment left by Captain Pooley for the school and its pupils.

A plaque above the front door acknowledged his endowment, and his picture forms the emblem of the school.

‘This is the gift of Captain Richard Pooley of Wray with £200 forever’.



The children at Wray Primary are happy, well behaved, thoughtful individuals with an inbuilt zest for life and learning. We strongly value links with our parents who offer their children and the school their full support.

The school is lucky to be surrounded by fields, trees and the natural beauty of the countryside. We are an active school and Wray pupils spend lots of time outdoors. We love to go on lots of trips and regularly have exciting visitors.

Wray Primary School is a place which caters for each and every child nurturing their own talents while ensuring they reach their full potential in a happy, well- disciplined and friendly atmosphere.

A warm welcome awaits any families who wish to look around our school to see what we have to offer.

Mrs A Phillips

Headteacher

Our Ofsted Report (September 2019) notes that; “Teachers expect a lot of each pupil. They make sure that pupils do their best in their learning and their behaviour. Again, teachers’ good understanding of each pupil enables pupils to achieve well.”



‘Children going on an Autumn walk to look at changes in the environment’

## Organisation

Member of staff	Responsibility
Mrs A Phillips	Head Teacher
Mrs C Hargreaves	Lower KS2 Teacher and SENCO
Mrs S Harrison	Upper KS2 Teacher
Mrs S Norton	Lower Key Stage 2 Teacher
Mrs R King	EYFS and Year 1 Teacher
Mrs B Perez	Music and MFL Teacher
Mrs H Lewis	HLTA
Mrs S Cook	HLTA
Mrs F Wood	Teaching Assistant Welfare
Mrs A-M Carruthers	Teaching Assistant Welfare
Miss Z Demery	Teaching Assistant Welfare
Mrs C Taylor	Teaching Assistant Welfare
Mrs N Ashton	School Administrator
Mrs J Kates	After-school club Welfare
Mrs M Scott	Catering Supervisor
Mrs S Lawrenson	Chair of Governors

## Teaching & Learning - The National Curriculum

Children are taught in small mixed-age classes of Upper Juniors (Years 4, 5 & 6) Lower Juniors (Years 2 & 3) and Infants (Year R and 1), which may be further split to give small teaching groups.

Children in the Foundation Stage

Your child starts school in the Foundation Stage. It is a distinct stage and is important in its own right. The Early Learning Goals set out what is expected for most children by the end of the Foundation Stage. There are six areas of learning and these are: personal, social and emotional development, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

The children are assessed when they come into school and a learning journey of their first year is developed throughout the year with the class teacher, their key person and from information from parents.

Our aim is for each child to feel secure and happy at foundation Stage whilst developing a love of learning. Each child is different and we encourage him or her to take pride in individual achievements and together to strive for excellence.

The children are taught in a mixed class of Reception and Year 1. This is a very successful way of teaching our children at Wray School and they develop into happy social and delightful members of the school community.

From Year 1 onwards children follow the statutory requirements for the National Curriculum for Key Stages 1 & 2. The Core subjects are Maths, English & Science, and the Foundation subjects are Geography, History, RE, PE, Computing, Design Technology, Music & Personal, Social Health & Citizenship Education (PSHE) and Foreign Languages.

Much of our school planning, teaching and learning is achieved through a whole school theme which may last for a whole term, e.g. on a History or Science topic with Literacy, Art, ICT and D/T integrated as appropriate and relevant to expand the opportunities for learning. Experiences are extended through a variety of activities both inside and outside school and by a variety of visits and speakers coming into school.

“Teachers plan the topics to take account of pupils’ interests as well as the key learning in the national curriculum. This means that pupils remain motivated and learn about all the things they are expected to. Details of what is being taught each term can also be found on the website.”- OFSTED 2019.

The curriculum is not always taught solely in separate subjects, but for ease of reference the subjects are described separately over the next pages.



‘Children enjoy dancing around the Maypole as part of the Wray Scarecrow Festival’

### English

The English curriculum encompasses all areas of language, i.e. speaking & listening, reading & writing, spelling, grammar & punctuation, and extends through all parts of the learning environment. We believe that children should learn to read a range of different materials with fluency and understanding, to have confidence in their abilities as readers, and to enjoy reading for entertainment, for interest and for information.

The school has a variety of books which children are encouraged to use on a regular basis. Junior pupils keep an individual Reading Log of books read, and Infants have a Reading Record which provides valuable communication between parents and school as to their progress in reading.

The school aims to foster writing as an enjoyable activity. Children are encouraged to write for a variety of purposes and audiences, using poetry, prose, fact and fiction. Attention is given to the development of handwriting, punctuation and an understanding of the structure of language.

Children are given opportunities to participate in a wide range of drama activities including improvisation, role play and the performance of scripted dramas which use the children’s own dialogue.



‘Year 4 pupils taking part in a local cross-country running competition’

### Mathematics

We believe that the teaching and learning of Mathematics should give children a sound understanding of number and develop confidence in using and applying mathematical ideas in a variety of situations in the home, classroom, school and wider locality. We ensure that children have the basic skills and encourage the learning of ‘times tables’. A variety of mathematical games and computer programmes are used to consolidate and enhance learning.



‘Children taking part in science activities’

## Science

In science children learn about living things and life processes, the properties and characteristics of materials, and physical processes such as light, sound and electricity. Emphasis is placed on scientific enquiry, investigation and solving real problems in practical situations, and finding the “wow!” factor and enthusiasm for science in our lives.



‘Year 3 pupil investigating electricity’

## Design Technology

DT is a very practical and challenging subject which involves much problem solving. School is well stocked with technical equipment and children have the opportunity to acquire practical skills and to produce effective plans and working models. Children learn the skills in using different materials (including food), in using tools safely and in designing and evaluating their own work. Much of our DT learning takes place in Forest School sessions and when we create scarecrows for the Wray Scarecrow Festival.

## Computing

All children have access to computers and laptops with opportunities to learn and practice computer skills and to use ICT to enhance learning across all curriculum areas. The school is well equipped with computers, lap tops, interactive whiteboards and iPads in each classroom.

We ask the whole school to be **SMART** when using ICT, computers, emails, phones etc:

- Keep **S**afe - Do not disclose personal information
- Don't **M**eeet up - Never meet an online friend or anyone you have met through technology
- **A**ccepting email from an unknown source can be dangerous. Do not open junk mail
- Be **R**eliable - Remember people might not be who they say they are
- **T**ell someone - Always report anything suspicious or that makes you feel uncomfortable or worried.

## Music

Music is taught as a practical subject in which all children participate, and includes singing, listening, rhythm, composition and playing percussion to a high standard. All children benefit from the skills of our very experienced and skilled music specialist during weekly lessons. Pupils are also offered lessons with specialist peripatetic teachers (a charge is made for these lessons). Concerts are performed regularly to parents and friends, giving children the opportunity to gain confidence in performance and to sing and play solo and ensemble pieces.

## History

Our History Curriculum enables pupils to gain a coherent knowledge of Britain's past and that of the wider world and should inspire their curiosity to know more about the past; asking questions about change, cause, similarity, difference and significance. They will learn about important events and changes in history including in Britain from the Stone Age to the Iron Age. They will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

## Geography

The aim of our Geography Curriculum is to inspire in pupils a lifelong curiosity and fascination about the world and its people. They will develop knowledge about the world, the United Kingdom and their locality. Using a range of geographical skills including map work and fieldwork they will learn to measure and describe geographical features. They will be able to name and locate; continents and oceans, Countries within the United Kingdom and Countries in Europe and North and South America.



'Painting poppies as part of Remembrance activities'

## Foreign Languages

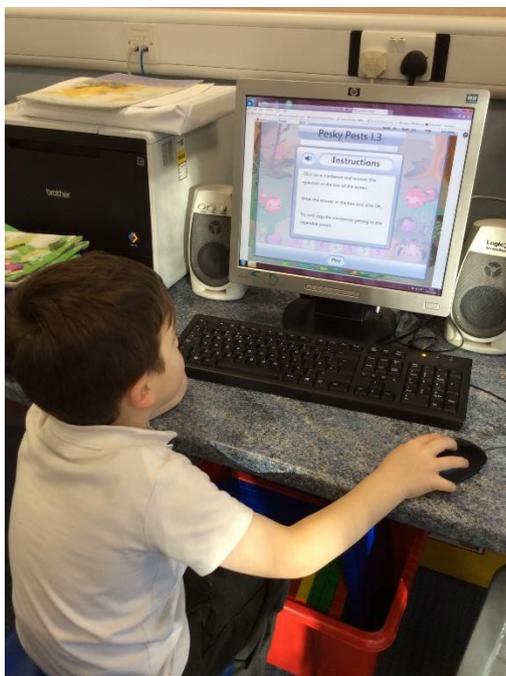
From Year 2 the children all learn Spanish. The children are taught through a variety of games, songs and drama activities that encourage speaking and listening and form an excellent basis of language skills for future learning. The Infant children are also taught some French through their everyday activities.

## Religious Education

In RE we aim to help children understand religious beliefs, practices and insights, in order that they may inform their own beliefs and judgements and commitments. The school's ethos and philosophy is to provide an understanding and respect for Christianity and other major world faiths, with a compassion, tolerance and sensitivity to the feelings of all others. This will be discussed further through stories and activities in Assemblies.

## Personal, Social, Health & Citizenship Education (PSHE)

PSHE is taught through class time, at Registration at the beginning of the day or when issues arise. Children learn about keeping safe, responsibilities in school and the community, drugs education, building friendships and relationships, challenging stereotypes and setting rules. Children may have 'Circle Time' during which they learn to express a point of view, contribute positively and discuss topical issues in the class, school and wider world.



'A Year 1 pupil taking part in a maths computer activity'

## Sex and Relationships Education

Sex Education is centred on our attitudes and feelings about our relationships and ourselves. At KS1 we discuss the caring aspects of a new baby in the context of the family and new life in spring. At KS2 sex education is taught in the context of health education and science. Y5 & 6 are taught in more detail about the systems of the body and how they change as they mature.

## Physical Education - PE

We are proud of our commitment to PE and the achievements made by members of our school. All children are taught by a PE specialist, with indoor PE taking place in the village institute, equipped with wall bars and apparatus, and outdoor PE on the school field. Junior PE children have weekly swimming lessons at Hornby Pool.

We regularly take part in inter- school sports activities. We use our extra PE funding to enhance the curriculum by acquiring new equipment and to fund experiences in the outdoors and getting specialists to come and offer different activities for example; Judo, archery, street dance with Ludus, multi-skills with Morecambe FC, adventurous activities at Borwick Hall, cycling for the whole school... and many more things.

All the children leave our school with good physical skills and have experiences that serve them well for their future participation in physical activity and a healthy life style.

## School Uniform

We encourage the wearing of school uniform in order to establish a standard of dress, and easy recognition in out of school activities. The school colours are red, grey/black and white.

- Grey/black trousers (not jeans)
- Plain dark shorts
- Grey/black skirts
- Red checked/striped dresses
- White or red 'polo' shirt
- Red school sweatshirt or cardigan
- School caps available for sunny weather

We make certain recommendations to comply with Health & Safety regulations

- Fashion shoes are not suitable for wear at school
- Children with pierced ears should wear only flat sleepers at school
- If you choose to have your child's ears pierced this should be done at the start of the summer holidays to allow time to heal.

## PE and Forest School Kit

On PE and Forest School days pupils are asked to come in their PE for the day, this comprises of:-

- A red Wray school hoodie
- Black or dark blue shorts, leggings or joggers
- A Wray school PE T-shirt
- Trainers



‘Pupils taking part in raising money for Sport relief’

## Lunch time arrangements

We are proud to have our own kitchen and cook our own meals on site, using fresh ingredients wherever possible. A two course meal is provided, with a choice of menu and a vegetarian option. Meals should be paid for weekly (£2.35 per day). All pupils in Key stage one (Yrs R, 1 & 2) are entitled to a funded school meal as part of the governments Healthy Eating Plan. Provision is also made for packed lunches, which should be in containers clearly labelled with the child’s name (and with no glass containers). Children who receive free school meals are also entitled to free school milk. Please speak to the school bursar Nancy Ashton for further information about eligibility. Two Welfare Assistants are employed during the lunch break to help with routines and supervision in the playgrounds.

## Snacks & Drinks

The school has a Healthy Eating Policy and parents are encouraged to provide a snack of fruit or vegetables for morning break. All Infants are given fruit at the end of the day as part of the National School Fruit Scheme. All children have access to water throughout the day in their classrooms. Infant children may milk which is £7.00 for each half term.



'Year 6 pupils enjoying a trip to London'

### Assessment & Target Setting

Assessment of children's progress is on-going, and takes place in various forms and for different purposes. During a child's time in school, there are certain assessments which are statutory or more regulated.

These are:-

- A phonics assessment at the end of Year 1.
- End of Key Stage 1 Assessment (SATs) are made during the summer term for the children who are in Year 2.
- Key Stage 2 Assessments (SATs) take place each May for the children in Year 6. The assessment consists of tests in reading, writing, maths and spelling, grammar and punctuation.

### Special Education Needs and Disability (SEND)

When children have particular learning difficulties, their specific educational needs are met by appropriate means including:

- Differentiated teaching & learning activities & resources to meet the needs of the child to ensure that he/she can access the curriculum.
- Additional external support and advice when needed to meet the child's needs as described on the Individual Education Plan.
- Through an Educational Health Care Plan issued by Lancashire County Council which provides additional advice and funding in order to meet his/her learning needs.

Where SEN procedures are being considered or implemented, parents will be fully consulted and informed. Such procedures are carried out in accordance with the SEND code of Practice and the school's SEND Policy. The SEND Policy can be found on the website.

### Looking After Your Child

Minor cuts and bruises will be dealt with by the staff or Mid-day Supervisory Assistants. Should your child be taken ill at school, you will be contacted and asked to collect him/her early. It is important that we keep an up to date record of contact numbers please inform the school immediately of changes and additions. In the event of a more serious incident you will be contacted immediately. Please note staff are not allowed to administer medicines unless we have written permission for each child stating the dosage and times of the medicine required. A form will need to be signed. Forms are available from the School Office and from the website.

### Welfare & Discipline

We expect children at Wray School to behave in a responsible, caring attitude at all times. We encourage self-discipline and a respect for others both within school and in the wider community. We teach a series of 'values' throughout school such as empathy, responsibility, appreciation and participation. We encourage and reward positive behaviour through our house points system and various rewards. Minor breaches in behaviour will be dealt with by the class teacher or other members of staff who will use their professional judgement in deciding the appropriate course of action e.g. verbal warning, loss of playtime etc. More extreme breaches in behaviour will be reported to the Head teacher when parents will be informed and their support sought. Further details of expectations, responsibilities and procedures concerning behaviour and discipline are contained in the school's Behaviour Policy. Our Behaviour Policy can be found on the website.

### Absences

Children should not be sent to school if they are unwell and the school will advise on procedures for contagious illnesses. A phone call should be made to school on each day of absence between 8.30 & 9.00am. If a child has a medical or dental appointment in school time, a phone call or a note is required from the parents.

### Learning at home

Learning activities to do at home are regularly given in various forms and are formalised in the school's Homework Policy. Infant children are expected to read regularly at home and Parents should record this in their Home-School Book. In Key Stage 2 children are also expected to read regularly, learn spellings weekly and practise times tables.

### Newsletter

The school publishes its own newsletter every Friday. Parents are emailed this weekly. This contains information about forthcoming events and activities that are being arranged for the children in school and the community.

## PTA

The PTA is a hardworking and very successful group. All parents are members and work hard to raise funds for our school. They are sociable, friendly and always ready for new members and new ideas.

## School Clubs

We run a breakfast club from 8am each morning (£4.00). The children are then supervised on the yard from 8:30 until the bell rings for the start of the day at 8:45am. After School Club runs Monday – Thursday from 3:15pm until 4:30 (£4.00) or until 5:30pm (£6.00). Different activities including crafts, games, sports, baking and challenges are available for the children to take part in.

## Pre-School

Provision for pre-school children (age 2 upwards) is made through Wray Pre-School held at the village Institute 4 mornings extending to lunchtime club and two afternoons a week. Two of the mornings are spent at 'Forest School.' School has close links with the pre-school through shared resources and activities, and liaise with pre-school parents on the integration and induction of their children into school. Further information about pre-school can be obtained via the school website.

## Forest School

We have two members of staff who are 'Forest School' accredited and all of our children experience forest school sessions on a rota basis throughout the year.



'Pupils taking part in Forest School activities'

The philosophy of Forest School is to encourage and inspire individuals of any age through positive outdoor experiences. Being outdoors has a positive impact on children's sense of well-being and helps all aspects of their development. It gives children first-hand contact with weather, seasons and the natural world and provides opportunities for doing things in different ways and on different scales than when indoors. Outdoor environments offer children freedom to explore, use their senses and be physically active and exuberant.

Fantastic learning opportunities are created across the whole curriculum; the children are involved in the planning and decision-making and routines develop skills and build independence.



'Creating creature dens at Forest School'

### Secondary School

At the end of Year 6 the children have a choice of several local schools. In recent years the most popular have been; Queen Elizabeth School, Kirkby Lonsdale, Ripley St. Thomas, Lancaster and the boys' and girls' Grammar Schools, also in Lancaster. We have close links with all of the High Schools and ensure that children receive appropriate transition programmes during the Summer Term of Year 6 to prepare them for the move to High School.

### Volunteers

All persons helping in school will be required to complete a DBS clearance form and have proof of identity. Parents are sometimes asked to help with transport for sports/educational visits. It is preferable that they also have DBS clearance and that they have checked with their insurance company that they are covered to carry children on a voluntary basis.

### Raising Concerns & Resolving Complaints

From time to time parents, and others connected with the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a 'General Complaints Procedure.'

The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non-adversarial
- Provide confidentiality
- Allow problems to be handled swiftly
- Address all the points at issue
- Inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the School Office, The Governing Body or from the Policy on the website.

### Safeguarding

The safety of our pupils is paramount. All of our staff and Governors receive Child Protection Level 1 training on a bi-annual basis. The Designated Senior Leader (DSL) for safeguarding is the Head teacher; two other teachers are DSL trained and are able to deal with concerns. If anyone had a concern regarding the safety of a child this should be reported immediately to a DSL who will act accordingly.

Wray Endowed School

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Chair of Governors – Mr Stewart Lawrenson

Head Teacher – Mrs Anne Phillips