

Recreation Road Infant School Prospectus



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For more extensive information about our curriculum and other aspects of school life, please refer to our website (www.recreationroad.com).

Welcome

Thank you for your interest in our school.

At Recreation Road Infants, we work hard to build positive community relationships and to enable all of our pupils to thrive and progress. At our school, we particularly pride ourselves on the way we go about doing this. We use teaching approaches which encourage children to question their learning, generate their own lines of inquiry and maintain a strong sense of curiosity about the world around them. We also encourage responsibility, empathy, compassion and acceptance through the use of drama and other meaningful learning experiences.

We are very lucky to work with not only a wonderful community of pupils and their parents/carers, but also a wonderfully skilled set of staff.

Please have a look at our website to get a fuller picture of what we're all about (www.recreationroad.com).

With warm regards,

Michael Bunting

Head Teacher



Our Guiding Principle

Our school's motto is 'We work as a team'. This is evident through the active, collaborative relationships we build with parents, children and other professionals, focussed on ensuring the very best holistic outcomes. In order to thrive and contribute in the 21st century, we strongly believe that it's vital for our young people to learn how to be both collaborative and tolerant.

Our Core Purpose

We believe that our school exists to **build strong foundations for a lifelong love of learning**. We work really hard to develop the children's core English and Maths skills and also to fire their curiosity, imagination and aspirations as a result of an exciting, broad and balanced curriculum.

Our Vision

While we were judged favourably in our last two OFSTED inspections, there's so much we want to do to improve our school. We have established a vision for what our school will be like by 2027, when we celebrate our 20th anniversary. This vision will be the driving force behind our school improvement work for the next few years. It can be found via our website (<http://www.recreationroad.com/our-school/ethos-and-values/>)

Equality Statement

We are committed to welcoming all children and families to our school community, celebrating the richness of diversity and promoting positive cultural identity.

We aim to create a happy and safe learning environment where each individual is respected and valued. We want to ensure that no one feels or is treated like an outsider.

We aim to ensure that all children whatever their ethnic or cultural background, their gender, their economic status, their family make-up, or their special educational and disability needs have the very best opportunities to thrive and to make progress academically, emotionally and socially.

Our Learner Values

Our 'Learner Values' are what we teach all of the children in order to:

- make them aware of the key lifelong learning skills that will help them to succeed, now and long after their time at our school; and
- give them the language to reflect deeply about their strengths, weaker points and progress.

We encourage the children to be:

<p>Resilient:</p> <ul style="list-style-type: none"> • Persevere when something is difficult. • Get involved in their learning. • Practise in order to improve. • Cut out distractions. 	<p>Communicators:</p> <ul style="list-style-type: none"> • Understand and express ideas and information confidently and creatively. • Use rich language and a variety of modes of communication 	<p>Open minded:</p> <ul style="list-style-type: none"> • Understand that different people and cultures have different sets of principles and values and know that these should be respected. • Look at issues from different perspectives 	<p>Compassionate:</p> <ul style="list-style-type: none"> • Show empathy, compassion and respect towards the feelings of others. • Contribute towards positive change in local and wider communities and environments.
<p>Creative:</p> <ul style="list-style-type: none"> • Apply their imagination. • Generate and extend ideas. • Suggest hypotheses. • Look for alternative and innovative solutions. 	<p>Resourceful:</p> <ul style="list-style-type: none"> • Know where to find things or people to help them. • Find different ways of working through problems. • Show initiative. 	<p>Caring:</p> <ul style="list-style-type: none"> • Help other people • Think how to make the world a better place. • Look after the local and wider environment. 	<p>Critical Thinkers:</p> <ul style="list-style-type: none"> • Apply thinking skills to solve problems. • Look below the surface. • Use reasoning based on logic and deduction.
<p>Enquirers:</p> <ul style="list-style-type: none"> • Develop natural curiosity. • Acquire enquiry and research skills. • Become independent, self-motivated learners. • Have a love of learning that will be sustained through life. 	<p>Responsible:</p> <ul style="list-style-type: none"> • Take responsibility for their own actions. • Make sensible choices. • Manage themselves independently. • Look after the school and the wider environment. 	<p>Well-balanced:</p> <ul style="list-style-type: none"> • Understand the importance of physical, mental and personal well-being. • Develop a positive, well balanced out look to work and play. • Develop a sense of inner peace. 	<p>Ethical:</p> <ul style="list-style-type: none"> • Have integrity, honesty and a sense of fairness and justice • Be assertive and courageous when defending those things in which they believe • Know that we have social and global responsibilities.
<p>Reflective:</p> <ul style="list-style-type: none"> • Give thoughtful consideration to their own and the group's learning and to their personal development • Be able to analyse their strengths and weaknesses in a constructive manner. 	<p>Risk Takers:</p> <ul style="list-style-type: none"> • Approach unfamiliar situations with confidence. • Have the independence of spirit to explore new roles, ideas and strategies without fear of failure. 	<p>Collaborative:</p> <ul style="list-style-type: none"> • Understand the benefits of working together as a learning community. • Be able to work confidently and successfully as a team. 	<p>Responsive:</p> <ul style="list-style-type: none"> • Exhibit an individual response to a wide range of stimuli and ideas.

Active Participation

Under the UN Rights of The Child (Article 12), children have the right to give their opinions and for adults to take them seriously. We aim to provide opportunities for authentic and genuine collaboration with children. This will ensure that they are listened to, respected and that their needs as learners are valued.

We foster children's participation by:

- encouraging them to ask questions;
- asking their assistance to develop the curriculum and learning pathways;
- involving them in self-assessment and target-setting;
- engaging them in class, year group and school-level decision-making;
- seeking their input into school development and improvement plans;
- encouraging their self-reflection skills; and
- treating them as ambassadors for our school.

We currently run a Digital Leaders / Helpers for our Year 2 children. These support pupils to gain confidence and also to demonstrate responsibility, care and resourcefulness.

We encourage all children and their families to take care and responsibility for maintaining a high quality learning environment and work with them to ensure their views and ideas are incorporated into our development and improvement plan.

We work with organisations such as Norwich in Bloom to ensure that wildlife is encouraged within our immediate environment.

We work from a basis of distributed leadership and so enable our staff to be in a position to make informed decisions.

Learning Environment

We believe that the learning environment should be the “third teacher”. At Recreation Road Infant School, each classroom is bright, well-presented and welcoming. Our building is fully accessible for wheelchair users. We use spaces across the school both inside and outside to develop learning. Our outside space includes hard play areas, astroturf, a large playing field, trim-trail, climbing apparatus and a wildlife area. These all benefit our community, offering a range of facilities for play, study and relaxation. Our Reception classes all have immediate access to a shared area to enable high quality outdoor learning to take place.

Displays are used to celebrate children’s work, as a source of reference for learning, as areas to develop ideas and as sources of information about our school.

Our classrooms have a wide range of good quality resources which are accessible for children, allowing them to make choices and encouraging independence. We use a range of technologies to support learning including Interactive Whiteboards, laptops and desktop computers, tablets, CD players, televisions, DVDs and digital cameras.

All children have access to a wide selection of books within their classrooms, contained within designated book corners. These are places where children can come and select books, and enjoy a quiet read with friends.

To encourage healthy attitudes towards PE, we make good use of the field, Recreation Road Sports Hall and our on-site hall and swimming pool. These facilities offer appropriate space and resources for children to enjoy the best quality PE lessons. They are also used by local community organisations during evenings, weekends and holidays.

Real World Relevance

We believe that learning is more effective when information is embedded in purposeful and meaningful experiences. Our curriculum therefore utilises authentic learning opportunities where possible. We aim to explore learning through children's interests and first-hand experiences, as well as providing hypothetical situations for them to explore through our use of drama and imaginative inquiry, including Mantle of the Expert. We plan opportunities for learners to explore and ask questions and to have access to first-hand experiences.

We make the most of our local community:

- visiting local shops for real experiences of using money, weighing and developing social skills;
- visiting local museums, libraries and galleries;
- exploring local facilities such as the park, post office and the library; and
- inviting in speakers to talk to our children about their jobs, interests and memories.

We create real enterprise opportunities for children and participate when we can in local and national events and competitions; Norwich in Bloom, for example.

We value the role of imaginative play for our children and understand that through play, in a secure environment and with effective adult support, children can:

- practice and build up ideas, concepts and skills;
- learn how to control impulses and understand rules;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others; and
- investigate and solve problems.

Connections To Our World

We believe that our connections with the wider world are vitally important. We want our children to understand the impact and influence they have and that they are part of a global village.

Through our inquiry-based curriculum, we aim to encourage learners to:

- ask questions about the world in which they live;
- look for international links and similarities; and
- begin to appreciate the rich diversity that's all around us.

We wish to explore global issues such as looking after the environment, the Rights of the Child and issues of fairness and justice.

We wish to learn from international research and experience in order to improve the provision for our children.

We wish to make the most of global links through the use of technologies and also to be fully involved in relevant local community projects. We also wish to make maximum use of the rich international experiences available from our immediate community.

The Principles of Nurture

Our school team believe passionately in creating a nurturing environment and we work towards living out the Nurture Schools principles below.

•1. Children's learning is understood developmentally

In Nurture Schools, staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress. The response to the individual child is 'as they are', underpinned by a non-judgemental and accepting attitude.

•2. The classroom/school offers a safe base

The environment is organised to minimise anxiety. The nurture classroom offers a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff. The nurture classroom is organised around a structured day with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the children. Nurture schools make the important link between emotional containment and cognitive learning.

•3. Nurture is important for the development of self-esteem

Nurture involves listening and responding. In a nurture school 'everything is verbalised' with an emphasis on the adults engaging with the children in shared activities. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements.

•4. Language is understood as a vital means of communication

Language is more than a skill to be learnt, it is the way of putting feelings into words. In nurture schools the informal opportunities for talking and sharing, are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

•5. All behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

•6. Transitions are significant in the lives of children

The nurture group/school helps the child make the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

Admissions Policy

The Governors at Recreation Road Infant School have adopted the Norfolk County Council Admissions Policy, which states:

'By law children must start statutory education full-time at the beginning of the term following their fifth birthday.'

All admissions to our school are handled by Norfolk County Council; the school has no control over how places are allocated. To find more information about the admissions process, please visit: <https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

Catchment Area

You can find whether you're in the catchment area for our school using the following link.

<https://maps.norfolk.gov.uk/schoolcatchments/schools.aspx>

Because we can take up to 120 pupils per year group, it is highly possible that places will be allocated to pupils beyond our catchment area.

Complaints Procedure

The school is always pleased to answer questions and discuss issues with you. If you are unhappy about any aspect of your child's education or experiences at school, you should make an appointment to see the class teacher in the first instance.

However, if you are still unhappy and wish to take the matter further, you should make an appointment to see the Head Teacher, Mr Bunting. If, after a discussion, the matter remains unresolved you may wish to make a formal complaint. Mr Bunting will give you a copy of our Complaints Policy. The Complaints Policy is also available from the school website.

Charging Policy

Our Charging and Remissions Policy follows the Local Authority model and is available from the school website (<http://www.recreationroad.com/our-school/policies-and-premiums/>) or from the school office.

Attendance

Schools are required to record children's absences from school in two ways – authorised and unauthorised. Holidays during term-time are not authorised, unless there are exceptional circumstances. Periods of unauthorised absence from school can result in parents receiving a fixed penalty notice from Norfolk County Council and, in severe cases, further legal action.

Whilst reception pupils do not become compulsory school age until later in the school year, we still monitor their attendance carefully as there's a strong link between children's attendance and their progress as learners. Where the attendance of any pupil is an ongoing concern, parents will be asked into school in order to develop a plan for improvement.

Our current attendance target for all pupils is 96%. In order to meet or exceed this target. This means missing fewer than eight school days in total across the school year.

We hope that parents respect the guidelines regarding absence and provide us with the relevant information if their child is away from school. If your child is ill, please contact the office on all days of absence.

Food and Drink

To keep the children hydrated, we ask that parents / carers provide WATER in a **named** sports bottle so that they can sip it throughout the day.

The children have a morning snack. This is a piece of fruit or vegetable, provided free of charge for Reception, Year 1 and Year 2 pupils under the Government scheme.

Children can either order a Universal Free hot dinner or bring a packed lunch from home. Dinners need to be arranged in advance through the School Office, using the forms provided. There are hot dinner options for vegetarian diets and for those who have special dietary requirements. If your child has a special dietary requirement, you will need to complete a form and send it to our meal provider, Norse. Please ask the school office staff for further information.

Packed lunch boxes need to be clearly labelled with your child's name and do not include sweets, bars of chocolate or sugary drinks. Water will be available throughout lunchtime.

Please remember to avoid all nut products within the packed lunches, as we have children with severe nut allergies.

Sometimes, we have children with allergies that relate to other food products. Where this is the case, we may inform you that other items cannot come into school as part of your child's packed lunch.

Health and Welfare

Please always keep us up to date with medical information about your child. Children with asthma will keep their inhalers in the classroom for easy access. These will be in a safe place but accessible to the child when required.

Staff are not permitted to administer medicines to children without written permission or an up-to-date Care Plan. However, we do welcome you into school at any time if medicine does need to be administered during the school day.

We have trained first-aiders on our staff who will assess emergency situations. Cuts, grazes and bruises will be treated with water / ice only and, of course, lots of tender loving care! We will contact parents if required, to take children out of school due to sickness or injury.

Helpers in School

We welcome volunteers and parent-helpers into our school to support us in a variety of ways. Some volunteers will be working with groups of children under the direction of the

class teacher; sometimes, they will be providing support with practical issues i.e. organising book corners.

We work with our local High Schools to offer work experience placements for their Year 10 pupils. We also work with further and higher education providers to offer placements for their students.

To support our Safeguarding Children Policies and Practice, ALL adult volunteers are required to undertake appropriate safeguarding checks. We also hold an induction session which all volunteers need to attend. When taking younger placement students, we liaise with High Schools to ensure their suitability. When volunteers are in school, they are supervised to ensure that safe practice guidelines are observed.

If you are interested in volunteering, please contact your child's class teacher in the first instance.

Well-being and Safeguarding

We believe that learning is profoundly influenced by social relationships, self-concept and emotions. Therefore it is essential that we create an environment where everyone feels welcome, safe and valued.

At Recreation Road Infant School, we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils, including those who have experienced domestic violence in their household. In order to achieve this, the Norfolk Multi-Agency Safeguarding Hub will share with our school's Designated Safeguarding Leads police reports of all domestic incidents where one of our pupils is a member of the household.

On receiving the information, our DSLs will decide on any support that a child might require. All information sharing and resulting actions will be undertaken in accordance with the "Norfolk Joint Agency Protocol for Domestic Abuse- Notifications to Schools". We will record and store this information in accordance with the record keeping procedures outlined in this policy.

We are committed to safeguarding the children in our care and expect all school users to comply with our procedures. Our Safeguarding Policy is available on every classroom parent noticeboard, in the entrance foyer and on our school website.

Designated Safeguarding Lead: Michael Bunting 01603 457120

Deputy Safeguarding Leads: Sheree Brock and Susanna Manrique (both 01603 457120)

Chair of Governors: Marion Flaxman 01603 453391

We provide and promote many opportunities for our community to gain a sense of well-being, high self-esteem and to build successful and happy relationships through:

- our emphasis on Personal, Health and Social Education and how we ensure features of this run throughout our curriculum;
- our induction programmes, which ensure positive and effective relationships can be established and built upon; and
- our Relationship Policies (Behaviour, Anti-Bullying and Parent and Visitor Behaviour and Respect).

Parent Support:

As a school, we are fortunate to have an Assistant Head Teacher, Susanna Manrique, dedicated to the pastoral side of our school. Sharon Winterbone, our Nurture Lead, also offers family support. Lauren Gislam is our Parent Support Advisor (PSA). She works with both ourselves and Avenue Junior School.

Our commitment to Equal Opportunities

Our policy is available for you to read and states: *“We aim to ensure all have right of access to all learning opportunities regardless of ability, gender, physical ability, racial or ethnic group, religious belief or social background.”*

Inclusion and Special Educational Needs

We aim to support all children in their learning, recognising that learners progress at different rates and that learning is complex and not always linear. We also recognise that there are different preferred modes of learning and so we must ensure that a range of teaching and learning approaches can be accommodated. **Our Special Educational Needs and Disability Co-ordinators (SENDCos) are Naomi Potter and Sheree Brock.** They are able to provide advise as and when required.

Learning Together

We believe that learning is something all of us want to do, as it is the process of making meaning of the world. We aim to build learning communities in which children and adults all take responsibility for learning.

Our current partners include:

- parents, carers and our local community;
- Recreation Road Sports Hall;
- professional colleagues – through a range of networks: local, national and international;
- the schools formerly in the Central Norwich cluster and our pre-school providers;
- institutes of Further and Higher Education.

Through these partnerships we hope that we can all gain broader understanding and knowledge, greater access to resources and expertise and instill a sense of learning as a lifelong and collaborative process.

Within our school we work in year group teams, collaborating to plan, assess and develop teaching and learning experiences. However, because of preferred learning approaches, and the needs and interests of the children, teaching methods used may sometimes look different from class to class.

Through our curriculum, we build communities of enquiry, using such systems as Mantle of the Expert and Philosophy For Children. We promote team-building and co-operation through our Personal, Health and Social Education (PHSE) work, enabling the children to work together responsibly and productively.

Please go to www.recreationroad.com to find out more about our school and also to access our latest Ofsted Report and Parent View information.

Your notes