



Wolston St Margaret's C of E Primary School



School Prospectus

"Let your light shine" (Matthew 5:16)

WOLSTON ST. MARGARET'S C. of E. PRIMARY SCHOOL

Learning, Believing and Achieving Together

Welcome to Wolston St. Margaret's C of E Primary School



Dear Parents and Carers,

It is with great joy that we welcome you and your child to Wolston St. Margaret's. We are so pleased that you're considering joining our school family, and we trust this will be the beginning of a close and supportive partnership. Together, we will help your child grow, flourish, and enjoy many happy years with us.

As you read through our school prospectus, we hope you'll catch a glimpse of the heart of our school—a place where learning is full of life, friendships are formed, and our Christian values of **Honesty, Love, Courage and Community** are lived out every day. We are proud to offer a rich and engaging curriculum where every child is encouraged to do their best in a nurturing, purposeful environment rooted in love, respect, and faith.

As a Church of England school, we enjoy strong links with St. Margaret's Parish Church and the Diocese of Coventry. Worship and prayer are part of our daily life, and we seek to help every child explore their own spirituality, celebrate their uniqueness, and grow in wisdom and kindness.

We are blessed to serve the communities of Wolston, Brandon, Bretford, Kings Newnham, and Church Lawford. At Wolston St. Margaret's, we believe every child matters. Our staff are dedicated to understanding and supporting each individual, helping them to become confident learners, thoughtful friends, and compassionate citizens.

If you'd like to know more, please don't hesitate to get in touch. We'd look forward to welcoming you in person and sharing what makes our school so special. You can also explore more about school life on our website: www.wolstonprimary.org.uk.

Kind regards,

Mrs M Clemons

Headteacher

Contents

P4	Information about the school
P4	School Aims and Values
P4	Teaching Staff and Class Organisation
P5	Board of Governors & Other Important Links
P6	Admissions Policy & Reception Class
P7	School Uniform
P8	An A-Z of School Information
	Admissions
	Assemblies
	Attendance/Absence
	Attendance Data
P9	Behaviour and Discipline
	Brookside Dragons
P10/11	Charging and Remission Policy
	Child Protection
	Community Links
	Curriculum
P12	Data Protection
	Discrimination
P13	Extra-Curricular Activities
	Fund raising
	Governors
	Health
	Health and Safety
	Homework
	Lost Property/Personal Items
P14	Lunchtimes
	Medicines and First Aid
	Newsletter
	Nursery
	Open Evenings/Parental Consultations
P16	Organisation
	Parent Helpers
	Pastoral Care
	Personal and Social Education
	Playgroup
	Punctuality
P17	Reception
	Religious Education
	School Council
	Secondary Schools
	Sex Education
	Special Educational Needs
P18	Teaching Time
	Transfer to Secondary School
	Complaints Procedure
	School Mission Statement

Information about the school

Wolston St. Margaret's C. of E. Primary School
Brookside,

Main Street,
Wolston
Coventry, CV8 3HH

Tel: (024) 7654 2212

E-mail: admin3192@welearn365.com

Website: www.wolstonprimary.org.uk

Headteacher:	Mrs M Clemons
Chair of Governors:	Peter Hazelgrove
Classification:	C.E. Voluntary Controlled Primary School
Age range:	3 – 11
Number on roll:	220 plus (including nursery)
Admission limit:	30
School hours:	Mornings
	Nursery 8.45am – 11.45am (part time 15 hours)
	Nursery am plus 11.45am – 12.15pm (wraparound care)
	Nursery 8.45am – 2.45pm (full time 30 hours per week)
	Nursery pm plus 2.45pm – 3.15pm (wraparound care)
	Reception 8:40am - 12 noon
	Key Stage 1 8.40am - 12 noon
	Key Stage 2 8:40am – 12 noon
	Afternoons:
	Reception, KS1 & KS2 1:00pm - 3:15pm

School Aims and Values

At **Wolston St Margaret's**, our heartfelt aim is to nurture every child with the very best education we can offer—academically, socially, emotionally, and spiritually. We are a warm and welcoming school family where children and adults grow together in kindness, respect, and joy. Through both words and actions, we seek to teach the skills of life that truly matter.

Rooted in our rich Christian heritage, we cherish our foundation in the Church of England and work closely with our parish and diocese to live out our Christian values. Faith is not just spoken about—it is lived, woven into the daily rhythm of school life. We strive to create a space where children can explore the depth and beauty of Christian belief, and come to understand the power and relevance of faith in today's world.

At Wolston St Margaret's, we believe every child is a unique gift from God. Our hope is that they leave us not only well-equipped academically, but also as kind, confident, and compassionate individuals—happy in themselves, thoughtful towards others, and ready to shine their light in the wider world.

Our School Values are:

- Honesty
- Love
- Courage
- Community

Let Your Light Shine Matthew 19:20

Teaching Staff

Head teacher	-	Mrs Clemons	
Deputy Head teacher	-	Mrs Vella	Senior Leadership Team
EYFS and KS1 Standards Lead	-	Mrs Loydall	
KS2 Standards Lead	-	Mrs Wood	
SENDCO	-	Mrs Rouledge	

Class teacher	-	Miss Brown	
Class teacher	-	Miss Gardner	
Class teacher			- Mrs Goodyer
Class teacher			- Mrs Hunter
Class teacher	-	Mr Scarlett	

Non-teaching Staff

School Business Manager	-	Miss S Burbury	
Administrator	-	Mrs C Lisle	
Cover Supervisor	-	Mrs R Mountjoy	
Classroom Assistants	-	Ms C Cunningham	
	-	Mrs K Curtis	
	-	Mrs T Farmer	
	-	Mrs D Hughes	
	-	Mr N Gray	
	-	Miss D Webb	
	-	Miss J Ingram	
	-	Ms K Ingram	
	-	Mrs J Manners	
	-	Ms K Moore	
	-	Mrs R Mountjoy	
	-	Miss K Barnett	
	-	Mrs K Rowell	

School Cook	-	Mrs C Spriggs	
Play Rangers	-	Mrs R Mountjoy	
	-	Mrs M Johnson	
	-	Miss J Ingram	
	-	Miss K Barnett	
	-	Ms E Hunt	
	-	Miss D Webb	
	-	Mrs K Rowell	
	-	Mr N Gray	
Caretaker	-	Mr D Carey	
Cleaners	-	Miss D Webb & Ms E Hunt	

Organisation of our classes

Our classes are organised into single aged groups and each class is named after a tree. During this academic year our classes have been arranged as follows:

Little Acorns	Nursery
Sycamore	Reception class
Rowan	Year 1 class
Cedar	Year 2 class
Willow	Year 3 class
Aspen	Year 4 class

Beech
Oak

Year 5 class
Year 6 class

Board of School Governors

Foundation Governors (3)

Mrs Jennifer Lumsden
Mr Malcolm Ingham
Mr Sam Gallant

LA Governor (1)

Mr Richard Holt

Parent Governors (2)

Peter Hazelgrove

Ben Hurst

Mrs Ruth Vella
Mr Olly Bingle

Co-opted Governors (2)

Staff Governors (2 including the head teacher)

Mrs Michelle Clemons
Mrs Gemma Wood

Clerk to the Governing Body

Mrs Jane Hancox

Other Important Links

Our Diocesan Board Director of Education is:

April Gold
Diocesan Board of Education
The Benn Education Centre
Claremont Road
Rugby, CV21 3LU
Tel: 01788 422800

Admissions Policy

Little Acorns Nursery Class

Children from the school's priority area (Wolston, Brandon, Bretford, Church Lawford and Kings Newnham) are given first choice for a place in the nursery class for the year they become four. Nursery admissions are made according to the school's admissions policy and follow county guidelines. Nursery education is not compulsory, but we do ask that once you accept a place for your child you make sure that they attend regularly, this enables the children to get into good habits in preparation for their Reception Year.

We will offer the opportunity of pre-visits for the half term prior to entry to familiarise both you and your child with the activities and routine of the Nursery class. We keep the visits as informal as possible so that your child will feel part of the Nursery class. We hope the visits will be as valuable to you as they will be to us. To allow for a smooth transition from home/nursery to school, all families will be offered a home visit and a tailored approach to transition, depending on the needs of the child.

Main School

The school's admissions policy follows the county policy. The admission criteria in order of priority are:

1. Children living in the priority area who have a brother or sister at the school at the time of admission.
2. Other children living in the priority area.
3. Children outside the priority area who have a brother or sister at the school at the time of admission.
4. Other children from outside the priority area.

In each category, decisions are based on the distance between home and school by the shortest available walking route, with priority going to those living nearest the school. This applies equally to those living inside and outside the county. The admissions arrangements for the school are controlled by the Education Service of Warwickshire County Council. To apply for a place at Wolston St Margaret's Primary School you will need to contact the Admissions Service, Education Department, Warwickshire county Council, Saltisford Office Park, Warwick, CV34 4UL or by telephoning 01926 742037 or visit <http://www.warwickshire.gov.uk/primaryschool> .

Reception Class – Information, induction and Parental visits

Parents considering enrolling their children at Wolston St. Margaret's School are encouraged to make an initial visit to the school to talk with the Head teacher. This can then be followed by a second visit accompanied by their child/children. Please telephone the school first to arrange a convenient time. A Nursery place does not guarantee a Reception place. Parents must be aware that they need to complete an online application form to the Local Authority to apply for a Reception place. For children entering school in the yearly intake to Reception class, there will be a meeting during the summer term for parents. This will be followed by visits for the children to their reception class. For children who have not attended our nursery a home visit will be arranged. The home visit is an opportunity for staff to meet the children in their home environment and for parents of these children to talk to the class teacher in order to build up a profile of their child. We will also liaise with any other settings that your child may have attended prior to joining our School. Reception is a crucial stepping stone into Key Stage 1. We try and work closely with parents who can help at home by reinforcing the learning going on at school. Throughout their school life, children will still have many opportunities to learn through play and practical experience as they discover more about themselves and the world around them.

School Uniform

We encourage all pupils to wear school uniform.

Nursery

SCHOOL UNIFORM
Green sweatshirt or cardigan
White or green polo shirt
White shirt or blouse
Grey/black-trousers/jogging trousers/shorts/leggings
Grey skirts/culottes
Green and white check summer dress
Wellington Boots
Wet weather Puddle Suit/waterproofs

Reception to Year 5

SCHOOL UNIFORM
Red sweatshirt or cardigan
White or red polo shirt
White shirt or blouse
Grey/black-trousers/jogging trousers/shorts/leggings
Grey skirts/culottes
Red and white check summer dress
Wellington Boots

Pupils in Year 6 are encouraged to wear a black sweatshirt – this helps them stand out as role models for our younger children. In the summer term black and check summer dresses may be worn.

Children should have a sensible pair of black shoes, not trainers, for school. All shoes must be enclosed and flat. Sensible shoes only. Long hair to be tied back. Jewellery should not be worn in school, except for small stud earrings - stud earrings are required to be covered or removed at home prior to attending school on P.E days.

PE Kit for all years

All pupils need a P.E. kit which they should wear to school on their allocated PE days.

Black shorts – unbranded/ logo free
Red t-shirt – unbranded/logo free
Black pumps or trainers for games only
Track-suit for outdoor use – unbranded/logo free

Children will be required, for Health and Safety reasons, to work in bare feet in Gym and Dance sessions. School sweatshirts, polo-shirts, cardigans and jackets (with the school logo) can be ordered directly from our supplier Brigade Uniform www.brigadeuniformdirect.uk.com Please ensure that all uniform is named clearly.

Key Information

Admissions

The admissions arrangements for the school are controlled by the Education Service of Warwickshire City Council. To apply for a place at Wolston St Margaret's Primary School you will need to contact the Admissions Service, Education Department, Warwickshire County Council, Saltisford Office Park, Warwick, CV34 4UL or by telephoning 01926 414143 or <https://www.warwickshire.gov.uk/admissions>. You are more than welcome to come and look round the school before your child starts or if you have recently moved into the area. Please contact the school to arrange a mutually convenient time.

Assemblies

Collective acts of worship are held every day. Assemblies are organised during the week to enable us to worship in a range of ways. Collective worship is led by different members of school staff and by members of the Worship team from St Margaret's Church. We use ISing Pop in Key Stage One and Picture News in Key Stage Two for our weekly classroom worship. There are also weekly celebration assemblies on Friday, where children's achievements are acknowledged. Certificates are awarded for academic achievement, good behaviour, following our school rules and for growth mindset. Parents and friends are always welcome to attend these Celebration assemblies. In Collective Worship we encourage children to think about their own feelings and the feelings of others and to take an interest in the school and its community and the world about them. Collective worship is wholly Christian and a time of reflection and stillness is provided in each, helping to encourage and develop spirituality. Music and song form an integral part of our Worship, both singing and listening.

Attendance/Absence

Wolston St Margaret's Primary School recognises that good attendance is central to a child's wellbeing; ensuring that they receive every learning opportunity to which they are entitled and helping them to realise their potential is crucial to their future success. For our children to gain the greatest benefit from their education it is vital that they **attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable**. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others. Lessons missed cannot be repeated and 'catching up' on work is never as effective as the original learning experience. Each year there are 190 statutory school days. This means there are 175 days for holidays, shopping, birthday treats and non-urgent medical and dental appointments. Therefore absence for these reasons should be avoided as it is likely not to be authorised. Our school aims to work with families and children, investigate barriers to good attendance and seek out the right support at the right time to keep children in school. Ensuring a child's regular attendance at school is a parental responsibility and permitting absence from school without good reason creates an offence in law and may result in prosecution.

Regular attendance at school is important if your child is to make progress. We encourage good attendance habits and have a range of initiatives to support this, we also recognise the significance of achieving 100% attendance, and special certificates are awarded for this during each term and over the whole year.

We are aware that there are times, when your child may not be able to attend school due to illness. We ask that parents inform school as soon as possible and have an absence facility on our phone system where messages may be left. We ask for a telephone call on the first day of absence and each following day. If your child needs to leave school during the day for any reason, a telephone call is essential stating the reason why and who will be collecting the child from school. This should only be for unavoidable medical appointments and evidence of said appointment will need to be provided. Attendance is monitored closely and parents are contacted in cases of non and poor attendance and also for persistent lateness. Schools are unable to authorise absence for holidays taken in during school term time and are only permitted to grant leave in exceptional circumstances. Parents who do take their children out of school for non-medical reasons will be referred to the Local Authority who operate a fixed penalty fining system.

Attendance Data

The figures below are published to conform with the Education (Schools Information: England) Regulations 1994 and are intended to show the level of unauthorised absence recorded for pupils.

School Year 2023 / 2024

a)	Total number of registered pupils of compulsory school age on roll for at least one session during the reporting period to July 2024	223
b)	The percentage of half days (sessions) missed through authorised absence	4.22%
c)	The percentage of half days (sessions) missed through unauthorised absence	1.01%

Please find below a link to our attendance policy

https://www.wolstonprimary.org.uk/docs/policies/Attendance_Policy_September_24.pdf

Behaviour

At Wolston St. Margaret's, we take a restorative and relationship focused approach to behaviour management. We want all children to achieve their full potential in a happy, safe and co-operative working atmosphere. We expect everyone to behave in a manner, which shows care and respect for others and the environment. We aim to prepare our children for the opportunities, responsibilities and experiences of life.

We expect everyone to follow our School Rules.

Our rules are:

- Be Ready
- Be Respectful
- Be Safe

The class teacher has a key role in the behaviour of pupils, supported by the Senior Leadership Team and the Head teacher. We want children to develop self-reliance and therefore give them as much independence as possible within the framework of the school's organisation. We base our discipline on the belief that encouragement is more effective than sanctions. Therefore, good behaviour is positively reinforced and acknowledged with rewards at both class and whole school level. If there are issues with pupils in school, most are quickly dealt with by the class teacher. However, if serious behavioural problems occur, they will be dealt with by a senior member of staff. Persistent misbehaviour is reported to parents and behaviour support plans are put into place. We have contact with outside agencies that can help if needed; these include Children's Services and SEND Supported, Social Services, and the Education Psychology Service.

We do not have a list of sanctions for particular types of misbehaviour as so much depends on the circumstances and the individual concerned. Sanctions which may be used include: a restorative consequence "righting the wrong", a loss of break time or privileges; removal from class to work elsewhere, internal isolation with Headteacher/Senior Leader. In extreme cases there may be a need for a Suspension or Permanent Exclusion.

Brookside Dragons – Before and after school care

The school also runs an out of hours club on site which caters for children aged 4 to 11, before and after school, who attend the school. It is available, not only for working parents who require childcare for their children, but also for children who would like to join in the fun.

The club is registered with Ofsted for 24 children and is staffed at a ratio of one adult to eight children. The club offers breakfast and an evening snack and provides a happy environment where activities are often led by what the children's interests. Please feel free to come and look round.

Opening times: From 8.00 – 8.45 am and from 3.15 – 5.30pm.

Morning Session: 8.00 – 8.45 am £4.00 (Inc. breakfast, served 8.00 – 8.30 am)

Afternoon Session: 3.15 – 4.30 pm £4.50* (snack included)

3.15 – 5.30 pm £8.00* (snack included)

**Our charging is to be reviewed in Autumn 2024/25*

Charging and remissions policy

On April 1st 1989 the charging provisions of the 1988 Education Reform Act became law. One of the main principles of the Act is that education should be free of charge if it takes place mainly or wholly within school hours and that pupil should not be debarred from any aspect of education because of parents' unwillingness or inability to make a voluntary contribution towards the cost.

During the year many trips are arranged. They are usually linked to the curriculum and parents are asked for a voluntary contribution towards the costs, including transport, insurance, entrance fees, etc. Examples of such trips are Coombe Park, Warwick Castle, Farm Parks, Cotswold Wildlife Park, Lunt Roman Fort, Theatre and Museums etc. Without the voluntary contributions these trips could not go ahead. Occasionally, voluntary contributions are sought to cover the cost of materials used in technology. The school's Charging and Remission Policy is reviewed every year, particularly in respect of charges for Music Tuition and Swimming and is available on the School's website.

Child Protection

"In the matter of Child Protection there may be occasions when the school has to consult other agencies without a parent's prior knowledge. The school's first concern is the child's welfare and the school have a duty to act to protect the child at all times. We follow the procedures laid down by the Warwickshire Area Child Protection Committee and a copy of the Warwickshire Area Child Protection Committee Interagency Guidelines is available in the school.

Mrs Clemons is the named Designated Safeguarding Lead and Mrs Vella is the Deputy Designated Safeguarding Lead, for 'Before and After School Club', Ms Cunningham is Deputy Designated Safeguarding Lead.

Community Links

Our school is at the heart of our village community, and our children are always keen to participate in local events organised throughout the year. There is a close liaison between the school and local services, such as the churches, children's services, and the police. This strong community connection is woven throughout our curriculum and underpins our school values. Through topic work, assemblies, and enrichment activities, children develop an understanding of their role within the community and the importance of active citizenship. Our curriculum promotes respect, responsibility, and kindness, encouraging pupils to make meaningful contributions to village life and beyond. These values are reflected in our everyday interactions and in the opportunities we create for children to learn from, and with, the wider community.

Curriculum

At Wolston St Margaret's, we are very proud of our ever-developing Learning Means the World curriculum. Our exciting and thought-provoking learning themes not only address all aspects of the National Curriculum, but also offers our pupils a wide range of inspiring, engaging and exploratory learning experiences, that includes developing cultural capital through planned activities, such as immersive learning, visitors and trips. Our curriculum is underpinned by four highly relevant world issues, known as the four Cs: Communication, Culture, Conflict and Conservation. We aim to raise pupils' aspirations by teaching them about human creativity and achievement and we strive to help our pupils understand the impact we have on the world we live in, not just at school, but as educated citizens, not just within their own community but on a wider global scale. Some subjects of the curriculum are taught as part of this thematic sequence of learning, but some subjects are taught discretely. The timetable has been carefully considered to ensure that our children experience a broad range of subjects and knowledge.

English

At Wolston St Margaret's, our English curriculum is designed to develop and nurture children's love of reading, writing and discussion to prepare our learners for life as successful, valuable and socially responsible citizens. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our ambitious English curriculum is linked to 'Learning Means the World' and is based on providing the children with an appreciation for our rich and varied literary heritage through texts entwined with our topics. Our curriculum is carefully sequenced and underpinned by inclusive practice as we believe that a secure basis in literacy skills is crucial to accessing all areas of our curriculum for all children. Our learners have the opportunity to write a range of genres for a wide range of audiences, allowing them to write both imaginatively and accurately while adapting their language and style for the range of contexts used as a vehicle for teaching. Our children take pride in their work and every class has weekly handwriting lessons to aid with letter formation, fluency and presentation. They love being nominated as a 'Handwriting Hero' where they receive a special certificate to acknowledge their efforts. During our lessons, we inspire the children to become confident in the art of speaking and listening. This allows our learners to use discussion to communicate effectively and further their learning in all areas of the curriculum. To further foster a deep love for English, we aim to have at least one published writer to visit our school each academic year. This allows children to 'see' English in a different light and the awe and wonder associated with it is simply magical.

Mathematics

At Wolston St Margaret's, we aim to ensure that all pupils become fluent in the fundamentals of mathematics and in number so that pupils develop solid conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. From the start of the journey through school, pupils are taught to reason mathematically by following a line of enquiry, finding connections and establishing relationships whilst using mathematical language. Children are taught to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Our whole-school mastery mathematics curriculum is built on a strong belief that Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

Reading

Reading is at the heart of everything we do at Wolston St. Margaret's. Our reading curriculum is based on high-quality texts that link to our 'Learning Means the World' topics. This allows our children to become fully immersed in their learning and engage with essential and ambitious vocabulary that can be used across their work. After the 'Little Wandle' phonics programme has been completed, children move onto whole class reading sessions. In these sessions, children will be read to by a teacher and be given the opportunity to re-read extracts of texts to help develop their fluency skills. Retrieval, inference and deduction are explored in exciting ways, such as using prompts and setting up scenes in the classroom as well as being exposed to a range of questions. In order to develop a love for reading for pleasure, our library is bursting with books to inspire curious minds and we pride ourselves on our children being able to see themselves in the diverse range of texts we offer. At playtimes and lunchtimes, our children can access our 'reading for pleasure' provision in 'The Lodge': a place where books can come to life. To encourage and support reading at home, each class competes for the prestigious 'Reading Revolution Cup', where their home-reads are collectively counted and collated and celebrated in our special Friday assembly. Please support your child's reading development by listening to them regularly at home and filling in their reading diary.

Science

At Wolston St Margaret's, our science curriculum is designed to spark curiosity, develop critical thinking, and inspire a lifelong love of discovery. Aligned with the *Learning Means the World* curriculum, our approach helps pupils understand the natural and physical world through hands-on investigation and real-life context. Science is taught in engaging half-termly units across a wide range of topics such as Living Things, Materials, Forces, Light, Electricity, and the Human

Body. Lessons are practical and inquiry-led, encouraging pupils to observe closely, ask meaningful questions, predict outcomes, carry out experiments, and record their findings accurately. Our curriculum supports the development of key scientific skills and a problem-solving mindset, while also promoting environmental awareness and global responsibility—core themes within *Learning Means the World*. Through this lens, pupils explore the impact of science on society and the planet, linking their learning to current issues such as climate change, conservation, and sustainability. By the end of primary school, pupils leave with a secure understanding of scientific concepts, a strong foundation of practical skills, and an inquisitive, reflective attitude that prepares them for future learning and responsible citizenship.

Computing

At Wolston St Margaret's, we prepare our pupils to thrive in an increasingly digital world. Through the *Learning Means the World* curriculum, Computing is taught not just as a standalone subject, but as a vital tool for communication, creativity, and problem-solving across the curriculum. Our school is well-equipped with modern technology, including a dedicated laptop trolley with 16 laptops and an iPad trolley with over 30 iPads. These devices are used regularly in lessons to help pupils develop key digital skills such as word processing, data handling, desktop publishing, and coding. Pupils learn how to use technology confidently and responsibly, with online safety woven throughout the curriculum. All devices are internet-enabled, with access strictly monitored and protected by robust firewalls managed by Warwickshire County Council. As part of our commitment to global learning, pupils also explore how technology shapes the way we live, work, and connect across the world. By the time they leave primary school, our pupils are digitally literate, creative, and equipped to use technology safely and effectively in all areas of life.

Geography

At Wolston St Margaret's, our Geography curriculum encourages children to explore, understand, and care about the world around them. Through the *Learning Means the World* curriculum, pupils develop a sense of place—locally, nationally, and globally—while gaining a deeper awareness of how people and environments are connected. Children study a wide range of locations, from their immediate surroundings to distant places across the globe. They learn about the people who live there, the landscapes that define them, and the human and physical processes that shape our planet. Wherever possible, we enrich learning with first-hand experiences, such as fieldwork and local area visits, to bring geography to life. Our curriculum also equips pupils with essential geographical skills, including map reading, interpreting data, using digital mapping tools, and conducting field investigations. With global themes such as sustainability, climate change, and cultural diversity embedded throughout, children are encouraged to think critically about the challenges our world faces and their role as informed global citizens. By the end of primary school, our pupils have developed not only geographical knowledge and skills, but also curiosity, empathy, and a broader understanding of the world they are growing up in.

History

We aim to inspire our pupils with a love of history by bringing the past to life and helping them understand how historical events and individuals have shaped the world they live in today. Through engaging, inquiry-led topics, our children explore a broad and balanced range of historical periods, both in Britain and across the globe. From ancient civilisations and significant monarchs to world-changing conflicts and pivotal movements for freedom and equality, pupils develop a secure understanding of chronology, cause and consequence, and historical significance. Our approach emphasises the development of key historical skills such as critical thinking, interpreting sources, and making connections across time periods. By embedding historical learning in real-world contexts and global issues, we encourage pupils to see history not as something distant or abstract, but as a vital tool to understand the present and influence the future.

History at Wolston St. Margaret's also supports our commitment to diversity and inclusion by exploring a wide range of cultures and perspectives, helping children to appreciate both the shared and unique stories of people around the world. By the end of Key Stage 2, our pupils are equipped with the knowledge, skills, and curiosity to ask meaningful questions about the past and recognise their role as informed, reflective citizens in a global society.

Art/Design and Technology

Our Art and Design Technology curriculum supports our children to become creative, resourceful, and reflective learners and helps them to understand how art and design shape – and are shaped by – the world around them. In Art, children explore a wide range of materials, techniques, and artists from diverse cultures and time periods, developing their visual literacy and confidence in self-expression. Pupils learn to appreciate artistic traditions from around the world, using their understanding to inform their own creative responses. In Design Technology, pupils are encouraged to be practical problem-solvers. They investigate, design, make, and evaluate products with real-world purposes, often linked to global and environmental issues. This supports the development of technical skills, resilience, and innovation. Our approach fosters collaboration, imagination, and cultural awareness, empowering children to think critically and work creatively. By the end of Key Stage 2, pupils can confidently communicate their ideas through art and design, understanding the importance of creativity in society and everyday life.

Music

Music is an important part of our broad and creative curriculum. Through the *Learning Means the World* programme, children explore music from different cultures, time periods, and traditions, helping them develop an appreciation for the richness and diversity of global music. Pupils are given regular opportunities to listen, perform, compose, and evaluate music, using a range of instruments and digital tools. From singing and percussion to exploring rhythm, pitch, and dynamics, children build their confidence and creativity through engaging, practical lessons.

Music also plays a key role in developing communication and emotional expression, supporting children's well-being and personal development. Performances, assemblies, and school events give pupils the chance to share their musical learning with pride. We also offer pupils the opportunity to learn a variety of musical instruments through lessons provided by the County Music Service and independent music tutors. Children can choose from instruments such as the keyboard, violin, guitar, and flute, with lessons taking place during the school day.

Physical Education

We believe that regular physical activity is essential for children's health, well-being, and overall development. Our PE curriculum offers a wide range of opportunities for pupils to build stamina, strength, coordination, and confidence through fun and engaging activities. Children develop their gross motor skills through disciplines such as gymnastics, dance, swimming, and team sports including football, basketball, rounders, and cricket, while fine motor skills are strengthened through activities that require precision, control, and dexterity. Alongside physical development, we place a strong emphasis on teamwork, cooperation, and sportsmanship. Through PE, our pupils learn to support one another, celebrate achievements, and show resilience in the face of challenges—values that extend beyond the field and contribute to their personal growth and character.

Data Protection

The School is a public authority and a Data Controller that is dependent upon its records collection and management systems for the discharge of its educational responsibilities. Under GDPR and domestic data protection legislation, data processors, alongside Data Controllers, can be held directly responsible should there be a data breach. As a Data Controller, the School commits to ensure that:

- Personal data is processed lawfully fairly and in a transparent manner;

- Data is collected for a specified, explicit and legitimate purpose and not further processed;
- Data is adequate, relevant and limited as it must not be excessive in relation to the reason it has been collected (or processed);
- Data is updated regularly and every reasonable step is taken to ensure it is accurate;

- Individuals can request the restriction and erasure of their data and data can be rectified, removed and that can be blocked if it is incorrect;

- Data is kept in accordance with sound record retention and archiving procedures;

- Data is protected against accidental, unlawful destruction, alteration, processing and disclosure. There is a very strong culture of safeguarding in this school. All staff work very well with parents and have a good knowledge of the pupils in their care. Staff spot concerns quickly and act on them straight away.

The responsibilities of the School to process information will predominantly fall under the lawful basis of Public Task; the processing is necessary for you to perform a task in the public interest.

For more information please see our GDPR Data Protection Policy which is available on the school website, together with our Privacy Notices.

Discrimination

Wolston St Margaret's Primary School seeks to promote equality of opportunity for all pupils and to develop attitudes and conduct that are appropriate to living in a multi-cultural society. We are unreservedly opposed to discrimination of any kind, and should any incidences occur they are logged accordingly. Any discrimination will always be challenged and addressed accordingly, for further information please see our Equality Policy and Objectives on our website.

Extra-Curricular Activities

Extra-curricular activities are organised by staff on a voluntary basis. The range of activities on offer depends upon the season and available staff.

They may include:

- choir
- football
- homework club
- art club
- gardening/wildlife
- dance
- maths
- Disney Club
- computer club
- basketball
- martial arts
- multi-sports
- netball

Activities may take place during the lunch-break or after school. When these groups are held after school, parents are always asked to sign a permission slip in advance. We can arrange instrumental tuition in instruments such as keyboard, guitar and flute. This is taught by specialist teachers and is usually for children in Key Stage 2, but on request younger children may be considered for tuition. The lessons take place during school time. Charges will be made for music tuition. The current Charging and Remissions policy may be obtained from the school's website.

Fund Raising

Events and activities are sometimes arranged to raise money either for a chosen charity or for school fund. These may be sponsored events, raffles or an evening event such as a quiz night. The school has an established Parent-Teacher Organisation called 'Friends of Wolston St Margaret's PTA to try and promote social activities at the school.

Governors

The Governing Body provides a link between the school and the community it serves. Governors bring expertise from industry, finance and other professions to help the school's development. Parent Governors are able to give advice and to raise questions on behalf of parents at Governors Meetings. Our Governing Body meets as a whole group up to six times a year. Governors are involved in termly visits to school so they can experience first-hand a range of activities and monitor the school's work and effectiveness.

Health

Our school nurse can be contacted through Compass – telephone 03300 245204. We aim to encourage all aspects of healthy living throughout the school and we promote good personal hygiene, healthy eating and sensible exercise. The dangers of smoking, alcohol and drug abuse are contained within the science scheme of work.

Health and Safety

To keep all of the children safe **we ask parents to not drive down the lane** to school but to park in one of the pub car parks, both landlords consent to this, and then walk the rest of the way to school – from any of these locations it is a maximum of a five-minute walk. The staff car park is for staff only and should not be used by parents dropping off or collecting their children, even those attending Before and After school clubs.

We are pleased that so many children ride their bikes and scooters to school, but these **are not to be ridden** on the school site. Children must dismount at the gate and push their bikes and scooters to the pods where they can be parked. This is again to prevent accidents and collisions with parents and other children.

Homework

We believe that children make most progress when parents and teachers work happily together. To achieve this, we encourage parents to be involved with their children's work at home and at school and value the part played by parents in their children's education. Children are encouraged to practise reading at home and to use the local library. Parents support for the reading programme is vital if children are to become fluent readers. Children should also learn spellings and times tables at home on a weekly basis. Children are occasionally asked to undertake other tasks such as collecting information, researching a particular topic, this would be linked to our Learning Means the World Homework Menu. Please support your child in completing this work by providing them with the time, space, peace and quiet in which to work.

Personal Items

Items which should **not** be brought into school include: mobile phones, tablets such as I-Pads, smart watches, penknives or other sharp implements and any other items which may be considered to be either dangerous or of an anti-social nature. Items like these found in school will be kept by a member of staff and will need to be collected by a parent at a given time.

Jewellery, apart from an analogue or digital wristwatch and small stud earrings, must not be worn. We accept no responsibility for watches or other valuables lost or stolen at school. It is important that you **name all your child's belongings**. Please help us to help you by being able to return lost items.

Lunchtimes

Children who wish to have school meals may choose from a varied menu each day, including a vegetarian option, and a drink is also available. All children in Foundation Stage and Key Stage 1 are entitled to receive a free school meal. Children with dietary restrictions can be catered for. Dinner money is payable in advance using our school online payment system. Those who prefer can bring their own packed lunch. Containers must be secure and clearly marked with the child's name and class. Plastic flasks may be brought in, but no glass bottles.

OPAL

We are proud to be an OPAL (Outdoor Play and Learning) school. Through our OPAL provision, we prioritise high-quality play at playtimes and lunchtimes as a vital part of every child's school experience. OPAL is working closely with Sport England to promote more active childhoods, as well as to improve opportunities for socialisation, cooperation, coordination, resilience, creativity, imagination and enjoyment for your child.

Our outdoor spaces are carefully designed and continually developed to offer rich, inclusive, and engaging play opportunities for all children, every day, in all weathers. Pupils are encouraged to explore, collaborate, take risks, and solve problems through open-ended play, supported by trained staff - 'Play Rangers' - who understand the value of play in learning.

We strongly believe that: "Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community." (Children's Play Council 2001).

The kind of play you will see developing at our school:

Creative and open-ended ways to play outside with upcycled materials and natural loose parts.

Opportunities for children to take responsibility for their play.

Outdoor play in all weather and all seasons.

Risk-benefit approach to supervision which allows children to experience managing risk in their play.

The kind of approaches the school will be taking to play:

We supervise and support play that is challenging, creative, and child-led; we supervise play with an understanding of respect, trust, and support for children.

Play is a right not a privilege; we protect all children's right to play and ensure that playtimes and access to the outdoors is not a privilege.

By embedding OPAL into our school culture, we are helping children to build resilience, independence, and a lifelong love of the outdoors. Children are expected to show respect for all staff and their peers during playtimes and lunchtimes and to live out our school values. Repeated inappropriate behaviour may lead to a lunch time internal isolation.

Medicines and First Aid

Parents and Carers have the prime responsibility for their child's health and should provide school with information about their child's medical conditions. This information is requested on the admissions form as the child starts school. Should the child's needs change, it is the responsibility of the parent/carer to inform the school in writing so that records can be changed accordingly.

Children who require regular medication or who have on-going medical conditions will have a health care plan in place which has been agreed by their parents and a medical professional with the school. The plan will clearly state the symptoms and treatments and will be shared with all relevant staff. This should be reviewed and updated regularly (at least once a year).

Parents should, wherever possible, administer or supervise the self-administration of medication to their children. This may be achieved by the parent visiting the school.

There is no legal obligation that requires staff to administer medicines.

Teachers' conditions of employment do not include giving or supervising a pupil taking medicines. Agreement to do so must be voluntary and agreed by the Teacher and Head Teacher. Where the school agrees to administer medicines or carry out other medical procedures staff will receive appropriate training and support from health professionals where needed. They will be made aware of the correct procedures to follow. Parents/carers will be asked to complete a consent form, giving details of the medication, dosage and emergency contact details. This consent form will be kept in the school office.

Children should not be sent back to school after an illness unless they are fully fit to do so. As a general rule if they are not well enough to participate fully in school life (i.e. swimming, PE, playtimes) then they should be at home. Children with sickness or diarrhoea need to be away from school for 48 hours after their last bout of illness in line with Public Health England advice.

In the case of accident or illness we may need to contact you quickly. Please help keep our records up to date by informing us of changes of address, telephone numbers and place of work.

Newsletter

We produce a school newsletter called Brookside every fortnight during term time to all parents. Watch out for your copy as it will tell you all about the things happening in school and will contain important dates for your diary.

Nursery

Discover the perfect start for your child at our school nursery, led by a qualified teacher dedicated to fostering early development and supported by an Early Years professional – both highly skilled and qualified in early childhood education. Our engaging curriculum is designed to spark curiosity and a love for learning in a safe, nurturing environment. With personalised attention and a focus on each child's unique needs, we ensure every little one thrives. In joining Little Acorns, you are ensuring your child experiences the foundations for a successful educational journey.

We offer the opportunity of pre-visits during the half term prior to entry to familiarise both you and your child with the activities and routines of the Nursery class. We keep the visits as informal as possible so that your child will feel comfortable and relaxed in the new environment - we hope the visits will be as valuable to you as they will be to us. To allow for a smooth transition from home/nursery to school, all families will be offered a home visit and a tailored approach to transition will be considered, depending on the needs of each individual child.

We now offer part-time and full-time hours in our nursery, as well as a lunch club session – (charges may apply). The Nursery is well established within the local community and has enjoyed an excellent reputation for many years. The Nursery environment is attractive, well-resourced and provides a stimulating, caring environment for the children in their first experience of a school setting.

For full details of our Nursery offer, including charges please see the office to request our charges and remissions policy.

Please be aware - there is no guarantee that if your child attends our Nursery that they will be offered a Reception place. Applications for school places must be made through the Local Authority.

Open Evenings/Parental Consultations

We aim to keep parents fully informed about the work of the school and their children. We write to parents regularly with information about events and activities and arrange additional meetings to explain curriculum matters. Documents relating to the curriculum may be made available to parents by arrangement with the Headteacher.

Parents are invited to contact the school at any time if they are worried about the progress or welfare of their child or require further information. It is best to call at the Main Reception Desk or phone for an appointment.

There are regular occasions when parents are invited to school to discuss their children's progress with staff:

1. During the Autumn Term, to enable parents to meet teachers and see how children have settled in their new classes, and exchange information. Appointments are made with the child's class teacher.
2. During the Spring Term when appointments are made, work is shown and progress is discussed.
3. During the Summer Term when there is a Celebration Evening to enable parents to see children's work, to discuss progress and the child's written report.

Organisation

Our classes are named after trees and currently there are 8 classes

- | | | | |
|-------------|---------------|----------|--------|
| • Nursery | Little Acorns | • Year 3 | Willow |
| • Reception | Sycamore | • Year 4 | Aspen |
| • Year 1 | Rowan | • Year 5 | Beech |
| • Year 2 | Cedar | • Year 6 | Oak |

Although the class teacher is responsible for the main academic progress of each child, groups of children or classes may be taken by another member of staff so that the best use may be made of staff skills.

Parent Helpers

We welcome parents/grandparents/ helping in school in any way they feel able. There are all kinds of opportunities for parents to help, from accompanying children on trips to helping with sport and fund-raising events. Parents are also welcome to listen to children reading, in this instance we suggest that this in with a class that your child is not in. Please ask at the school office for more information, you will need to complete a DBS check to undertake this role.

Pastoral Care

The pastoral care of children is, in the first instance, the responsibility of the class teacher, who is concerned not only for the educational progress but also for the personal and social development of your child. We try to combine high expectations with an empathetic approach. Children and parents are all encouraged to discuss any concerns, with the Class teacher in the first instance – depending on the nature of the concern this may be shared with a senior leader or the SEND Co.

Personal Social and Health Education

All pupils are encouraged to participate in our Personal, Social and Health Education (PSHE) programme. This aims to develop their understanding of themselves and each other and to learn to value those around them and to recognise their achievements. Citizenship, current affairs, spiritual and moral issues are just some of the areas which we cover.

Playgroup

A playgroup is run in the church rooms near the school. We maintain good links with playgroup to ensure the smooth transition of pupils into school. Please contact Mrs Tina Burden, Playgroup Leader, for further details.

Primary Leaders

At our school, we believe every pupil has a voice. That's why our Primary Leaders team includes students from Year 1 upwards. These young leaders work closely with staff members, including our Headteacher, to help shape our school community. The council meets regularly to discuss topics that matter to students across the school. They also have the important task of selecting a charity to support each year, organising events and initiatives to make a positive impact. Through their involvement, our Primary Leaders develop confidence, responsibility, and a sense of pride in contributing to our school's success.

Punctuality

It is important that children arrive at school on time. Children may come into school ten minutes before registration to get settled and complete a short task. The doors are open at 8.40am for children in Reception to Year 6, and at 8.45am for children in Nursery. The gates and school doors are then locked promptly at 8.50am (Reception to Year 6) and 8.55am in Nursery. Any child arriving after this time will need to come into school through the main entrance and they will be recorded as late. We do write to parents of children who are consistently late and may invite them in to meet with the Attendance Champion to put a support plan into place. If there is not improvement, we may refer to the Attendance Compliance and Enforcement Service.

Reception

The Reception Year sets the foundations for your child's whole school career. Everything that is done in the first few weeks at school is aimed at giving your child a happy and secure start to school life. You will be invited to a special information meeting when the teacher in charge of the Reception Year will tell you all you will need to know. We also aim to offer, parent workshops relating to the learning that your child will experience eg; Little Wandle, reading and phonics sessions, Mathematics & sharing the importance of physical development and play.

Religion and Worldviews Education

Religious Education forms part of the work in each class and we use the Coventry and Warwickshire Agreed Syllabus, alongside Understanding Christianity. The long term plan has been designed to develop children's understanding of Worldviews, World Religions and spiritual and moral issues. We aim to give pupils a sensitive understanding of the religious ideas, feelings and beliefs represented in our community and in our changing world around them. All pupils take part in studying Religions and Worldviews Education unless their parents ask for them to be withdrawn.

Residential

At Wolston, we believe that learning extends beyond the classroom. We are proud to offer children a variety of enriching opportunities to grow in confidence, independence, and resilience through outdoor and residential experiences. Pupils in Years 5 and 6 have the chance to take part in two residential trips. In Year 5, children enjoy an overnight camping experience on our school grounds—an exciting first step into residential life. In Year 6, they embark on a short stay at a rural activity centre, where they take part in a range of adventurous, team-building activities. These memorable experiences help children step out of their comfort zones, build strong friendships, and develop key life skills. They not only complement classroom learning but also support personal growth, preparing our pupils for the next stage in their education—and beyond.

Secondary Schools

At Wolston St Margaret's, we place great importance on supporting a smooth and confident transition to secondary school. We have strong, well-established links with local secondary schools, including Bilton School, Harris Church of England Academy, Rugby High School, and Lawrence Sheriff School. As part of our transition programme, staff from these schools visit Wolston in the Summer Term to lead lessons and activities, helping to familiarise pupils with the expectations of secondary education. In addition, our Year 6 pupils have the opportunity to visit their chosen secondary schools, helping them feel prepared and excited for the next stage of their learning journey. This carefully planned transition process ensures our pupils feel supported, informed, and ready to thrive as they move on to secondary school.

Sex Education

The Governors have decided that Wolston St Margaret's Primary should offer a programme of Sex Education. The programme followed will be appropriate to the pupils' age and experience and will be presented in a moral, family-orientated framework. In the Early Years there will be no formal approach but children's questions will be answered honestly, in a caring manner, taking into consideration their age and individual needs. Children will be taught the anatomically correct vocabulary when referring to body parts. In Year 6 a formal programme of Sex Education is

followed. Two members of staff work with the children to ensure that they have a clear understanding of puberty and human reproduction. Parents have the right to see in advance any of the materials being used and should notify the Head teacher in writing if they wish to withdraw their child from these lessons.

Special Educational Needs

Wolston St. Margaret's C of E primary School is a fully inclusive mainstream school. We strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the school curriculum, regardless of their gender ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Our teachers plan lessons that support the learning and progress of all pupils through a variety of methods, creative and innovative teaching techniques and the use of a wide range of resources. These methods are adapted to suit the needs of all learners, including those with SEN. This is known as differentiation. Furthermore, if a child is not making a good rate of progress at any point, they may receive additional intervention sessions to boost their learning.

The school maintains a register of pupils requiring additional support and each pupil is carefully monitored. Pupils on the Special Educational Needs and Disabilities Register have termly targets and receive adapted or additional provision, such as:

- Support with emotional regulation and social skills
- Additional support from a teaching assistant or class teacher
- Involvement of the Specialist Teaching Service
- Speech and Language interventions
- Occupational therapy
- Sensory and movement breaks
- Special equipment and technology

We work closely with parents, setting and reviewing targets together. We also work with a wide range of external professionals who assist us in tailoring the support to meet each child's needs. A copy of the School's Special educational Needs Policy and SEN information report are available on the school website.

[https://www.wolstonprimary.org.uk/docs/policies/SEND_Policy - March 23.pdf](https://www.wolstonprimary.org.uk/docs/policies/SEND_Policy_-_March_23.pdf)

Transfer to secondary school

Places at Secondary Schools are allocated on broadly the same criteria as for Primary Schools i.e. children in Local Authority (LA) community schools are given highest priority for a school place at their catchment area secondary school provided this school is chosen as their first preference.

Some secondary schools in the Rugby area are selective and pupils need to pass the 11+ exam to be admitted. This exam is by parental choice and is taken at a designated test centre in the autumn before your child transfers to secondary school. Further information is given out to pupils in Year 5.

Should places be available for children living outside the catchment area, then parents' preferences are met as far as possible in accordance with the County Council's admissions policy.

Parents of children who live outside Warwickshire may apply for a place at a Warwickshire Secondary School and their applications will be considered within the arrangements for considering wishes of Warwickshire parents.

If you have enquiries regarding admissions to Secondary School, please contact the Admissions Service, Education Department, Warwickshire County Council, Saltisford Office Park, Warwick, CV34 4UL, Telephone No. 01926 414143/742037.

Complaints Procedure

Your child is entitled to receive a broad and balanced curriculum at school, including all the subjects of the National Curriculum and Religion and Worldviews Education. Schools must also plan for a daily act of collective worship. In addition, each school must have a charging policy, which explains which school activities will be subject to a charge. If you feel any matters are not being properly handled as far as your child is concerned, then you may make a complaint.

It is hoped that most complaints can be resolved by talking to your child's teacher or Headteacher and making sure there are no misunderstandings. However, parents have a right to make a formal complaint. A full copy of the Complaints Procedures is available from School or is on the school website.

Disclaimer

Whilst all information contained within this prospectus was correct at the time of going to press, it should not be assumed that no changes will take place before the school year in question starts or in relation to subsequent years.