Wanborough
Primary School

Prospectus

2026-2027













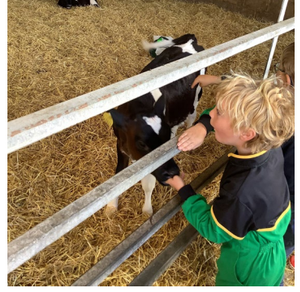
WE ALL GROW FROM HERE

The Blue Kite
Academy Trust










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A welcome from the Head

Wanborough Primary School is a vibrant and successful school situated in the lovely village of Wanborough, near Swindon, Wiltshire. In July 2024 the school joined the Blue Kite Academy Trust to further strengthen the provision and opportunities available to all of our stakeholders.

We currently have 201 children taught in 7 classes from Reception through to Year 6, all children in each class are in the same age group. (See *Spaces Available* on page 4.)

Our delightful children are highly motivated to learn and are keen to make a positive contribution in all areas of the curriculum and within the local community. The modern learning environment, combined with attractive school grounds allows the children to thrive in a safe and caring establishment.

Academic standards are regularly well above national averages and we are working hard to maximise the exciting potential we have within our school. We have a creative curriculum which puts enjoyment at the centre of learning.

'We all grow from here' is embedded into everything we do, with children striving to reach their own Goals, developing their Resilience to succeed and cope with failure in both new and challenging situations. Outstanding outcomes are the aim for every child with encouragement to produce their best on every occasion. All of these are provided through fun and engaging opportunities in and out of the classroom which bring that element of Wonder into our teaching and learning.

There is an extremely talented and dedicated group of staff and governors who work hard to ensure the opportunities we provide are varied and allow opportunity for all.

Visits to the school are always welcome, where you will see for yourself a school which values the whole child, and promotes a learning culture to which all stakeholders can embrace.

I look forward to welcoming you and wish everybody connected with Wanborough Primary School a fantastic 2026/27.

Andrew Drury

Wanborough Primary School

Sample just some of the things we do in the **'This is Wanborough Primary' video.**










Spaces Available

(Figures correct at November 2026 - please check with school office)

2026-27 academic year:

- **Reception:** 0
- **Year 1:** 0
- **Year 2:** 7
- **Year 3:** 0
- **Year 4:** 1
- **Year 5:** 0
- **Year 6:** 1

Ethos and Vision

Ethos Statement

"We all **GROW** from Here"

Vision Statement

Wanborough Primary School aims to inspire every child to achieve their potential through creative, enjoyable, memorable and outstanding teaching.

We aim to provide opportunities for everyone connected to the school to GROW academically, socially, emotionally, morally, culturally and spiritually from the experiences we create together.

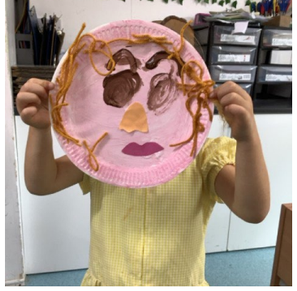
Mission Statement

All Governors, staff members and volunteers commit themselves wholeheartedly to:

Goals	• We recognise that we are life-long learners and engage proactively with CPD opportunities to reach our potential individually and collectively. • We set ourselves challenging targets for pupil achievement and try our best to achieve them. • We evaluate our performance on a regular basis to the aspirations of the school and ourselves. We review the effectiveness of our practise, welcoming further training and support in achieving excellence. • We set personal goals to ensure we maintain a healthy work life balance.
Resilience	• We will continue to work relentlessly in improving the outcomes for all children in an ever changing educational landscape; where expectations are increasing and resources limited. • We are receptive to feedback in order to help continually improve our performance. • We support a professional culture of learning together to enable success. • We forge positive professional relationships and work with parents
Outstanding	• We are highly motivated to achieve outstanding outcomes in all areas of our own and children's performance and behaviour. • We accept our responsibilities and will ensure that we continue to improve our knowledge and skills. • We have proper and professional regard for the ethos, policies and practices of Wanborough Primary School and maintain high standards in our own attendance and punctuality. • We promote the school positively in all that we do, refusing to tolerate negative behaviours.
Wonder	• We utilise the strengths, expertise and roles of teams and individuals to provide memorable learning experiences for all pupils. • We aim to make our curriculum engaging and dynamic, capturing all children's imagination and curiosity through inspirational teaching. • We adopt a proactive stance of 'seizing the moment' and welcome new solutions to old problems. • We celebrate individual and collective successes, recognising the importance of making every child feel positive about themselves and their achievements.








General Information

Headteacher	Mr Andrew Drury
Chairs of Governors	TBC
Address	Wanborough Primary School The Beanlands Wanborough Swindon SN4 0EJ
Telephone	01793 790269
Email	admin@wanborough.bluekitetrust.org
Website	www.wanboroughprimary.org
School size	At present there are 201 pupils on roll (November 2026)
School hours	**Reception** 8:30am – 12:00pm (15 minute break in morning after snack time) 12:00pm – 1:00pm Lunchtime 1:00pm – 3:00pm **Key Stage 1** 8:30am – 12:00pm (15 minute break in the morning) 1:00pm – 3:00pm (10 minute break in the afternoon) 12:00pm – 1:00pm Lunchtime **Key Stage 2** 8:30am – 12:00pm (15 minute break in the morning) 12:00pm – 1:00pm Lunchtime 1:00pm – 3:00pm Children may arrive at school no earlier than 8:10am for safety reasons. All children can enter the class at 8:20am

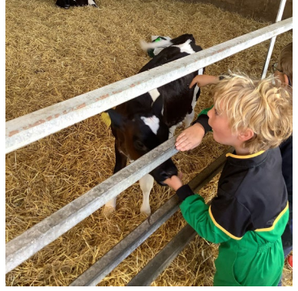
Staff

Head Teacher	Mr Andrew Drury
Assistant Head Teachers	Mrs Tracey Taylor-Brant Miss Bethany Watts
Class Teachers	Mr Andrew Large Mr Martin Hitt Miss Sian Corbyn Mrs Victoria Layinka Miss Gemma Muskett Miss Bethany Watts Mrs Tracy Booth Mrs Tracey Taylor-Brant Mrs Asha Wride Mrs Mandy Evans
SENDCo	Mrs Asha Wride
Education Support Staff	Mrs Susan Winslow – HLTA Mrs Megan Deaton-Chase – HLTA Mrs Jacky Armstrong Mrs Tracey Baker Ms Rachel Hingley Mrs Rebecca Walley Mrs Charlesworth
Safeguarding	Mr Andrew Drury – Lead Mrs Tracey Taylor-Brant – Deputy Lead Miss Bethany Watts – Deputy Lead
Breakfast Club Supervisor	Mr Ian Luckhurst
Breakfast Club Assistant	Mrs Armstrong










Staff *(continued)*

Catering Staff	Mrs Sharon Holcombe – Catering Manager Miss Jennifer Beare – Cook
School Office	Mrs Oy-Kwan Jones – School Business Manager Mrs Joanna Dewey – Administrative Officer
Midday Supervisors	Mrs Paula Hinton – Head MDSA Miss Annabel Kosidowski Mr Ian Luckhurst Mrs Kelly Charlesworth Mrs Rebecca Walley
Caretaker	Mr Ian Luckhurst
After School Club	Mrs Rebecca Walley – Leader Mrs Jacky Armstrong Mrs Megan Deaton-Chase

SUBJECT LEADERS

Miss Bethany Watts	English
Mrs Tracey Taylor-Brant	Maths
Miss Sian Corbyn	Science and Computing
Mr Andrew Large	RE, History and Geography
Mr Martin Hitt	PE, MFL and Music
Miss Gemma Muskett	Art, DT and PSHE
Mental Health Lead	Mr Andrew Drury
Attendance Lead	Mr Andrew Drury
Allergy Lead	Mr Andrew Drury

Governors

The Blue Kite Academy Trust

Individuals who sit on local governing bodies (LGBs) are referred to as governors. Trustees have complete discretion over what is delegated to each LGB. They may, for example, decide to delegate all governance functions to schools in the trust that are performing well and only a few to those schools that need greater support. Details of what has been delegated to the LGBs can be found in the document called The Scheme of Delegation.

If you would like to view a copy of any public documents, please email the Head of Governance at **arichardson@bluekitetrust.org**

The Local Governing Body meets at least ONCE a term to discuss all matters relating to the school.

Chairs of Governors	Mr Richard Bennett
Co-opted Governors	Mr James Drury Mrs Francesca Kociuba Amanda Klapish
Parent Governors	Miss Sara Stafford Mrs Cher Dowling
Staff Governors	Mr Andrew Drury Mrs Tracey Taylor-Brant
Governance Professional	Mrs Helen Oliver










Curriculum Statement

Underpinning everything we do at Wanborough Primary School is the idea of maximising learning through our GROW values (goals, resilience, outstanding and wonder). The aim of our curriculum is to deliver high quality, rich, creative and enjoyable teaching activities which inspire and enable children to learn effectively and achieve outstanding outcomes in all subjects. We have the highest expectations of all learners. There is no ceiling set for the performance of any pupil. So, we set ambitious, aspirational targets for the continual improvement of all learners. We always look for suitable and appropriate opportunities to stretch and challenge every pupil.

Our school curriculum is enriched by our International work, assemblies, school clubs, extra-curricular and inter school opportunities, visitors, trips, residential experiences, theme weeks and days. We offer an inclusive curriculum and encourage the children to reflect upon their learning and thinking in order to overcome all barriers that prevent pupils from succeeding. The learning topics we have created are a key element in our teaching of the curriculum. Each subject is planned to teach the key knowledge and skills through a progressive series of lessons across all age groups. Subjects are taught discretely as appropriate.

In our view a fit body and a fit mind are inter linked. So we ensure pupils have a wide range of opportunities to engage in sport and physical education. Staff use their understanding of Growth Mindset, Metacognition, Mindfulness and Wellbeing to create positive learning climates for individuals and groups.

We continually look for meaningful opportunities for pupils to apply the skills and knowledge they have learnt in English and Mathematics in other subject areas to enable class timetables to be fit for purpose in delivering all subjects within the National curriculum.

All staff seek out relevant and meaningful opportunities to develop pupils' social, moral, cultural and spiritual understanding when teaching all subjects and with respect to our shared British values. Monthly values re-enforce this commitment.

The National Curriculum forms a part of our whole school curriculum. We take autonomy for our school curriculum and for the way we plan for and deliver it.

The Curriculum

We realise that children learn better when they are excited and engaged. Through our topic approach, we deliver a knowledge-engaged curriculum in which knowledge underpins and enables the application of skill.

The curriculum is organised into:

- Early Years Foundation Stage – Reception
- Key Stage One – Years 1 and 2
- Key Stage Two – Years 3, 4, 5 and 6

Our curriculum overviews for each year group list all the objectives and topics that are required to be taught. Teachers then use these objectives to plan a creative and stimulating topic with enrichment activities. We continually look for meaningful opportunities for pupils to apply the skills and knowledge they have learnt in English and Mathematics in other subject areas to enable class timetables to be fit for purpose in delivering all subjects within the National curriculum. Subjects and objectives that do not fit into the creative curriculum/topic approach are taught discretely, to ensure coverage of the entire National Curriculum.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

All classes have opportunities to develop their computing skills in all subjects through a cross curricular approach. Pupils have access to laptops within their classroom, as well as a class iPad and access to a set of shared additional iPads. All classrooms are equipped with an interactive board to assist teaching and learning.

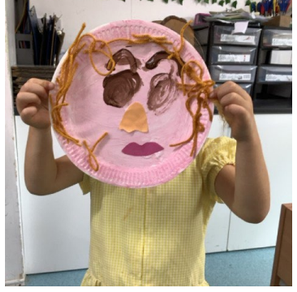
In our view a fit body and a fit mind are inter linked. We encourage children to be active within the school day across all subjects through the use of interactive videos. In addition, children have access to the all-weather running track which can be used any time throughout the day. As well as promoting physical activity, we encourage children to choose a healthy diet through our healthy eating policy, providing fruit trays and offering a healthy tuck shop on Fridays.

Homework

All children are expected to carry out some work at home. Tasks will always include reading, which is a vital skill even for the most fluent readers; spelling and arithmetic. The amount of homework increases throughout the school. Please refer to our homework policy (available on the internet, or from the school office).








The Early Years

The children in the Foundation Stage start school at the beginning of the academic year of their fifth birthday. Prior to children starting school in September we hold a meeting with new parents in the May before outlining our extensive transition programme. In July the children are invited into school for some play dates. These are afternoons where they can come and play so they become more familiar with the environment and staff in the setting.

The children then start school in September on a part-time basis for the first two weeks. This enables the children to adjust to school life ensuring a smooth start and transition from pre-school. Within the first few weeks of starting school we hold another meeting for parents where we explain the curriculum; how the children will learn; how they can be supported at home and new routines and procedures.

This extensive transition programme for the Foundation Stage means that children and parents are settled into school life quickly and smoothly, enabling learning to happen from day one.

The Foundation Stage

We follow the Early Years Foundation Stage curriculum, which is a statutory framework that sets standards for development, learning and care of children from birth to five.

Four guiding principles shape our practice in the early years. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and selfassured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates. The curriculum covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are: communication and language; physical development; and personal, social and emotional development.

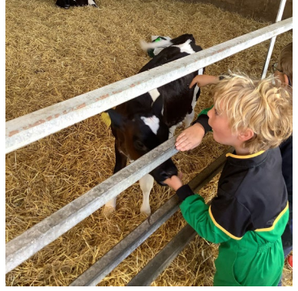
We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: literacy; mathematics; understanding the world; and expressive arts and design.

- **COMMUNICATION AND LANGUAGE DEVELOPMENT** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **PHYSICAL DEVELOPMENT** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **PERSONAL, SOCIAL AND EMOTIONAL** development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **LITERACY** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **MATHEMATICS** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **UNDERSTANDING THE WORLD** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **EXPRESSIVE ARTS AND DESIGN** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.










The Learning Environment

Wanborough Primary School is 127 years old, however the school moved to its present site on 5th November, 1991 in a new building. There are 202 children on roll in seven classrooms: one for each year group.

On site we have a great gymnasium used for PE, assemblies and productions and lunchtimes. Adjoining the hall is a well equipped kitchen where the school dinners are made on site by our very own catering staff.

We also have laptops in school that can be used in classrooms to enhance learning. iPad technology has been introduced into our school to make lessons more creative, as well as broadening the pupils horizons regarding modern technology.

We have a library that the children visit weekly and take out books to share at home. The conservatory has recently been rebuilt into an extra intervention room where adults can work with individual children and small groups for personalised learning and interventions to maximise progress.

The Foundation Class (Reception) is in a double mobile classroom creating lots of space and housing many different resources so the children can learn independently and practically in a 'free flow' way. The classroom is joined to an outside covered classroom so the children can learn outside as well as in.

We believe that the children learn best when they have a range of environments to learn in. Learning outside is one of those important environments. Children are encouraged to bring wellies into school so we can learn outside all year round. We have an outside classroom, a bark-covered area for outside play; an adventure trail; a covered area, with appropriate equipment for reception and covered areas outside some classrooms. There is a willow den for stories and a fruit and vegetable garden, as well as the playground. Picnic benches and seating are provided around the playground. We have a large school field which is used during dry weather for athletics, games and sports days. In 2018 we installed a running track on the school field to encourage the children to keep fit and active in all weathers.

Beyond the Classroom

Educational Visits

Educational trips enthuse the children and give them a thirst for learning, they are organised throughout the school year. In Year 4 the children undertake a residential visit to the local PGL centre where a range of outdoor pursuit activities are undertaken. In Year 6 the children go to Pembrokeshire for a week at the Sealyham centre, participating in a range of coastal activities. Details of all planned visits will be sent to parents in advance of the visit taking place. A child cannot go on any visit unless parental permission is given in the form of a consent slip, which must be completed by parents/guardians and returned to the school prior to any visit.

Educational Visitors

We sometimes invite educational visitors into the school to bring the curriculum to life. This may include production companies, cultural experts, poets, and authors.

Breakfast Club

The school runs a Breakfast Club every morning from 7:30am to 8:20am. Children can be dropped off into a warm and caring environment where they will be given a healthy breakfast and can play with a range of resources and other children before starting school at 8:30am. We now have an additional Breakfast Club which is available between 8:00am and 8:20am (Breakfast not included).

After School Club

We have an after school club which is available from 3:00pm – 6:00pm, Monday to Thursdays. Bookings are made through the school office. We also offer a 'lite' option between 3pm - 4pm. Parents can also order a packed tea if required.

Swimming

During the school year, appropriate classes of children will have swimming lessons, usually in the Summer term.

After School Sports Clubs / Activities

The school provides and hosts a variety of clubs open to children across Key Stage 1 and 2. The clubs cost £4 a session for clubs that are run by the school to cover the cost of resources for the club. These clubs change on a termly basis and generally run from 3:00pm – 4:00pm.










Personalised Learning

We believe in personalised learning at Wanborough Primary School. This means that we recognise and plan for different learning styles of children, support different needs and differentiate our lessons to meet the needs of the children.

Special Educational Needs

The term 'Special Educational Needs' is used to describe children with particular learning needs. These can be experienced for a variety of reasons such as physical difficulties, sensory impairments or behavioural problems. We aim to allow all children access to a broad and balanced curriculum at an appropriate level, which includes both support and extension. Our children with Special Educational Needs are fully integrated into the school.

The Special Educational Needs & Disabilities Coordinator (SENDCo) and all school staff work to meet the needs of the children in co-operation with parents, children and with other professionals, including the LA and its special needs services – Educational Psychology, Speech, Language and Communication, Behaviour Support, Dyslexia Support and the Visual Impairment Advisory Service. Some of these services work directly with the children and others provide valuable advice and support for the teaching staff. A range of Maths and Literacy interventions are delivered (alongside careful differentiation in the classroom) on a 1:1 basis, in pairs or in small groups.

High Achievers

Often it becomes apparent that children have talents and abilities which are exceptional. We aim to identify these children early and offer them a curriculum that is stimulating and challenging to extend their thinking skills.

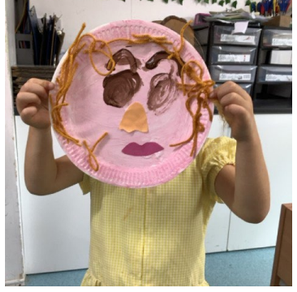
Disability Provision

In addition to the processes implemented, to ensure children's individual special learning needs are catered for, we also aim to ensure that all children can access the school curriculum, after school clubs and school visits. Monitoring and evaluating ensures this occurs and support arrangements are implemented, such as provision of ICT and deployment of Teaching Assistants, to enhance learning opportunities. Specific targeted strategies may be implemented to ensure increased levels of participation and individual success. We support liaison with external agencies and training of staff to effectively meet the diverse abilities and disabilities of all pupils. The physical environment of the school allows access to key areas for all. We are continually looking at ways of improving management and organisation systems, such as lighting and heating. Children have good access to computer hardware and software and some auxiliary aids. We can publish material in other formats if requested. The texts used in school are selected to meet the needs of all children.

The school has an Equality Policy and Action Plan that refers to issues and provision for Disability, Equality, Race and Gender .








Parent Partnership

Parents and School in Partnership

At Wanborough Primary School we believe that a strong partnership between school and home is vital to the children's progress and development. We aim to provide communication in various ways, keeping parents informed of their child's progress; key dates; events and workshops promoting education at home.

Newsletters and website

Frequent newsletters; outing events; key dates and information are regularly communicated to parents through text and twitter. The website provides a wealth of information on school policies; lunchtime menus; class pages; procedures and much more. Wherever possible we try to reduce paper and communicate via email.

Educational Presentations and Workshops

On occasions, you may be invited to educational presentations by staff. These may include for example: meetings on current initiatives; subjects or SATs; behaviour or induction meetings for parents of new children .

Parent Teacher Association (PTA)

We are very fortunate to have such an active and pro-active PTA. They hold several meetings throughout the year planning successful events such as the school fête and quiz which raises tremendous funds to enhance learning in school.

Social Media

The School regularly posts news and pictures on Facebook and Instagram.

Monitoring and Reporting

We monitor progress in a variety of ways through written work; observations, photographs and discussions. Progress is monitored by the Senior Leadership Team. Each Subject Co-ordinator monitors the standards in their subjects. We recognise that carefully planned and detailed monitoring and assessment provides key information to staff to plan for progression.

Parents' Evening

Evenings in the Autumn and Summer terms are set aside for parents to discuss their child's development and progress with staff. In addition to formal consultations, please feel free to make an appointment to see your child's class teacher at any time during the school year.

Report Cards

The report cards inform parents of their child's attainment and progress, as well as the effort their children are making in school. These are sent out three times a year.

Reports

School reports are sent out annually in July. These include levels of attainment and provide you with a record of your child's progress and the work covered during the school year.

Parental Help in School

We welcome any help which parents are able to give us in the classroom by supporting a range of curriculum activities including P.E., cookery, computer work, science activities, hearing children read, helping with Art & Craft, Music and Technology. However, all volunteers must be prepared for us to receive full DBS (Disclosure and Barring Service) clearance before they can help in school. If you are interested in helping please speak to the school office.

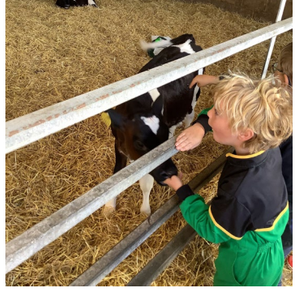
Parental Complaints

We accept that sometimes there is a need to complain and we have a procedure in place to make this as transparent a process as possible. Initially, any complaints should be taken to the class teacher or relevant member of staff. Following that, the Headteacher should be involved and the complaint will form the basis of discussion between the parents, Headteacher and any other relevant staff. If parents remain unhappy that the issue has not been resolved, they have the right to make a formal complaint, in writing, to the Blue Kite Trust.










Caring for your Child at School

Safeguarding

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. If you want to know more about these procedures, please speak to the Headteacher/designated safeguarding lead or visit the web site. Copies of the school's Safeguarding Policy are available from the school office.

Behaviour and Discipline

Good behaviour is essential for successful teaching and learning. Our aim is to create a positive atmosphere where consideration for others, good manners and good behaviour are the norm. The school operates an approach of rewarding positive behaviour and dealing with the inappropriate, through the early involvement of parents, plus the use of an agreed range of sanctions.

If unacceptable behaviour is of a serious nature involving bullying, discrimination or aggression, this is dealt with by the Headteacher. Parents are always informed if this is the situation and on occasions a child may be excluded from school if the Headteacher thinks this is warranted.

We believe that the most effective way of achieving our aims is to encourage and praise POSITIVE behaviour. This applies to everyone in the school community. Below are our 'Golden Rules' that the whole school follows:

- We are kind and gentle.
- We look after property.
- We work hard and follow instructions.
- We listen and put our hands up.
- We are honest.
- We all share and work as a team.
- We are helpful and polite.

To ensure equal opportunities for all, we think it is important to:

- Ensure that rewards and sanctions are consistent and fair;
- Model, teach and promote positive behaviour;
- Act as ambassadors for Wanborough Primary School wherever we are;
- Help and support others who find it difficult to follow the behaviour policy for specified reasons.

Health and Safety

Our Health and Safety Policy, which can also be viewed on request, deals with every aspect of your child's well-being at school. The Headteacher is responsible for ensuring this is followed at all times.

Site Security

It is very important that all visitors to the school, including Parents, report to the school office, sign the Electronic Visitors Book and collect a visitor's badge. The school gates are locked at 8.40am and are kept locked until school finishes at 3pm to ensure our site is safe. All visitors to the school will be asked to provide ID before entry.

Smoking

There is a policy of non-smoking on the school site.

School Medicals

Routine height and weight , hearing and vision checks are carried out on all children during their first year of school. The height and weight checks are repeated again in Year 6.

The school can contact the school nurse service to discuss any health problems relating to identified children, and parents can request appointments to discuss any medical concerns in detail. Following this, a school nurse may liaise with other health care professionals.

Medicines in School

Staff are not permitted to administer any medicines to any child unless it is deemed necessary because not giving it would be detrimental to their health or there is a long term need for medication. In both cases staff can only give out medication which has been clarified through written documentation and prescription. Antibiotics cannot be given out in school as they can be taken before and after school, unless they are prescribed for four times a day. Parents are allowed to come into school to give medication to their child if the need arises.

If parents would like their child to receive medication prescribed by a doctor it is essential they complete Form 3a – 'A Parental Agreement for School to Administer Medicine'. These are available from your child's class teacher and are also available on the school website.










Accidents or Illness at School

If a child has an accident or becomes ill at school we will make every effort to contact parents so that the child can be taken home. It is vital, therefore, that a record of emergency contact numbers is kept in the school office. First aid will always be given where necessary by one of our qualified First Aiders, but clearly where injury is serious we would get appropriate medical assistance as fast as possible. With less serious accidents which may require attention, especially bumps on the head, we inform you by phone/text and with a standard accident slip. If a child has vomited at school or home they are allowed to return to school 48 hours after the last time they were sick. This is to try to minimise the spread of illness.

Possessions

The school is unable to accept responsibility for the safe keeping of clothing or possessions. Named lost property will always be returned to the rightful owner, and unnamed lost property is kept in a large box in the First Aid Room. Children and parents are encouraged to look there periodically for lost items.

Toys

Toys should not be brought into school except when the Class Teacher has given prior permission. Children are not permitted to bring mobile phones to school, although pupils in Year 5 and 6 who are walking to and from school alone are allowed. These children must hand their phones into the school office at the start of the day.

Money

Money should not be brought into school except for a specific purpose to do with school life, i.e. charitable donations e.g. Children in Need etc. Any such money should be brought in a sealed envelope marked with the child's name, class and its purpose.

All other school related costs, i.e. school dinners, trips, after school clubs etc. are payable via our secure online payment system called ParentPay. A unique username and password will be issued for each child upon joining the school.

Food and Drink

Lunchtime Arrangements

During lunchtime children can either order a cooked school dinner or bring a packed lunch.

School Dinners

School dinners, offering children a balanced, nutritional diet, are cooked on the premises by our talented team. The aim is to serve meals that are high in fibre and low in fat and sugar, to encourage "Healthy Eating". Please let us know if your child has any special dietary needs and we will do our best to help. School lunch menus are available on the school website or from the school office. We would ask that all meals for your child are paid for and ordered online via ParentPay by the Thursday of the previous week. It is possible to pre-order school dinners on a weekly or termly basis. Children in Reception, Year 1 and Year 2 are entitled to a free hot school dinner.

Lunch Menus Term 1 and 2 26 27

Grab & Go (available every day) Contains:
Ham, tuna or cheese sandwich.
Vegetable crisps
Fruit
Jelly Pot (2,4,5,7,9,14)

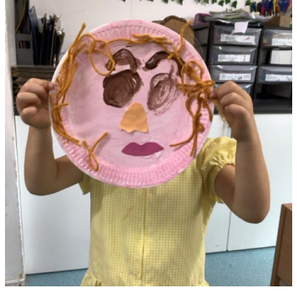
Always available:
Yoghurts (7)
Fresh Bread (may contain eggs) (2,4,13)

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 w/c 31st Aug 21st Sept 12th Oct 16th Nov 7th Dec	Main	Pasta with julienne strips of ham 2.7Broccoli and peas Garlic bread 2.7 (PARSLEY)	Hotdog topped pizza 2.7 Potato wedges, Salad	Roast Turkey Carrots and cabbage. Gravy Yorkshire Pudding 2.4.7	Chicken Korma 2.7 Rice Sweetcorn	Fish cake 2.5 Chips Baked Beans
	Veggie	Macaroni Cheese 2.7.9 Garlic bread 2.7 (PARSLEY) Broccoli	Tex Mex bean wraps 2.7 Potato wedges Salad	BBQ loaded potatoes 7.9 Carrots and cabbage Yorkshire Pudding 2.4.7	Sweet potato and green lentil Curry Rice Sweetcorn	Cheese and onion Roll 2.7 Chips Baked Beans
	Pudding	Apple Crumble and custard 2.4.7	Raspberry sponge 2.7.13, 4	Vanilla ice cream. 7 or fruit pots	Cornflake cake 2.7, 13 (Barley)	Iced cake 2.4.7
Week 2 w/c 7th Sept 28th Sept 2nd Nov 23rd Nov 14th Dec	Main	Monday Tomato and Basil Spaghetti with Bacon 2. Garlic bread 2.7(PARSLEY) Sweetcorn	Tuesday Smoked Mackerel Bruschetta 2.5.7 Hash Brown Carrot and cucumber sticks	Wednesday Roast Chicken Roast Potatoes Carrots and Peas and Gravy Yorkshire Pudding. 2.4.7	Thursday Hot dog in roll 2. 7 Herby diced potatoes Salad	Friday Fish finger 2.5 Chips and Peas
	Veggie	Jacket potato with a choice of Baked beans, cheese 7 or tuna 5	Cheese and tomato pizza 2.7 Hash brown Carrot and cucumber sticks	Roasted butternut Squash with Chickpeas. Roast potatoes Carrots and Peas Gravy. Yorkshire pudding 2.4.7	Vegetable burger in a bun 2.7 Herby diced potatoes Salad	Cheese and salsa Wrap 2.7 Chips Peas
	Pudding	Strawberry and vanilla Swiss roll. 2.4.7.13	Yoghurt 7 fruit Jelly	Strawberry ice cream 7 Or Fruit pots.	Chocolate short bread 2.7.13	Flapjack 2.7
Week 3 w/c 14th Spt 5th Oct 9th Nov 30th Nov	Main	Monday Cheese and ham pizza 2.7 Potato Wedges Peas	Tuesday Spaghetti Bolognese 2 Sweetcorn Garlic bread 2.7 (parsley)	Wednesday Toad in the hole 2.4.7.13.14 Roast potatoes. Carrots and cabbage, Yorkshire pudding 2.4.7 Gravy.	Thursday Creamy turkey curry 2.7 Rice Carrots and cucumber sticks	Friday Battered chicken steak 1.2 Chips Beans
	Veggie	Noodles with sweet and sour sauce 2 Peas Wholemeal bread 7	Roasted tomato Spaghetti or plain 2 Garlic Bread 2.7 (Parsley)	Crispy vegan nuggets 2.4 Carrots and cabbage Roast potatoes. Yorkshire pudding 2.4.7 Gravy.	Potato and spinach curry 2.7 Rice Carrots and cucumber sticks	Breaded vegetable bites 2 Chips Beans
	Pudding	Chocolate and date sponge 2.4.7 with chocolate custard 7	Peaches in jelly	Chocolate ice cream 7 fruit pots.	Biscuit selection 2.7 or cheese biscuit 2.7	Melting moment biscuit 2.7

1. Celery
2. Cereals Containing Gluten
3. Crustaceans
4. Eggs
5. Fish
6. Lupin
7. Milk
8. Molluscs
9. Mustard
10. Nuts
11. Peanuts
12. Sesame Seeds
13. Soya — Soya Oil used for fried items is Genetically modified
14. Sulphur Dioxide (Sulphites)








Packed Lunches

Children having a packed lunch should bring it in a suitable sandwich box, which must be named. These should include a carton or unbreakable flask of cold drink. Fizzy drinks and hot thermoses are not permitted. We encourage the children to have healthy lunchboxes that provide them with a balanced diet.

Supervision

There are a number of Midday Supervisory Assistants who care for the children at lunchtime, both in the playground and in the hall. They are available to help your child with any questions or difficulties they may have. A member of the Senior Leadership Team is on duty as well.

Pupil Premium Free School Meals

If you are receiving Income Support or Job Seekers Allowance, your child is entitled to pupil premium funding and free school meals. Applications can be made via the school office.

Snacks and Water Bottles

Children should bring a mid-morning snack to school, which should be of the 'healthy' kind. Fruit is provided for children under 7 for snack time; however, if preferred the children can bring in a snack from home. Snacks should be nut free and contain no egg in its purest form eg. boiled egg, egg sandwhiches, frittata, quiche. School milk is free for all under fives and those children entitled to free school meals. It is available for you to purchase after your child's fifth birthday. If you would like your child to receive milk then it can be ordered from Cool Milk via their website (**www.coolmilk.com**) or alternatively leaflets are available from the school office. It is advisable that children bring a water bottle into school each day so they can keep hydrated and focused throughout the school day.

Uniform

Appropriate school wear is available from High Street stores. Sweatshirts, fleeces, cardigans, polo shirts, P.E. t-shirts, hats and jackets are also available from Monkhouse School Shop 1B, Plaza, 21 Sanford St, Swindon SN1 1HE.

We ask for your co-operation in maintaining our high standards of uniform. All school clothing should be clearly named. The only jewellery children are allowed to wear are studded earrings and a watch. Hair accessories such as hairbands and clips should be simple and reflect the school colours.

Winter Options

- Black/grey pinafore, skirt, culottes, trousers
- Yellow polo shirt
- Black sweatshirt/cardigan (no fleeces to be worn indoors)
- Sensible black shoes (no boots or ankle boots)
- Black or grey socks/tights

Summer Options

- Yellow and white striped/checked dress with white socks
- Black/grey pinafore, skirt, culottes, trousers or shorts
- Yellow polo shirt
- Black sweatshirt/cardigan
- Sensible black shoes or black/brown (with black/grey socks) or white sandals (with white socks) No flip flops will be permitted.

PE Kit

- Black shorts
- Yellow/black t-shirt
- Plimsolls
- Trainers
- Black Tracksuits

Accessories

- Hair accessories should be in school colours
- Flat / stud ear-rings
- Watches and fit bits allowed, but no smart watches which can take pictures and share.

All school clothing should be clearly named.






Additional Information

School Policies & Procedures

There are a comprehensive series of School Policies and these are available on request from the school office.

Charging Policy

For visits/visitors which incur an expense (e.g. coach hire, admission charges) parents will be asked to make a voluntary contribution. No child will be excluded from a visit/visitor for failure to make a contribution, however the visit/visitor would have to be cancelled if there were insufficient monies raised to cover the cost of the experience. In cases of financial difficulty, parents are asked to discuss the matter confidentially with the Headteacher. For more details on charging, a copy of the Charging Policy can be viewed on request at the school office.

Insurance

For offsite activities, the school has insurance cover for injury and illness.

Ofsted Inspection report, October 2022:

"Pupils say that this is a friendly school."

"Pupils talk confidently about their knowledge and achievements in many subjects."

"Staff and pupils develop strong relationships with one another. This supports a positive, calm learning environment."

"They are motivated to learn and they take pride in their achievements.This is a happy place for pupils and staff to learn."

"Pupils learn to respect different faiths, cultures and lifestyles. They are confident to challenge discrimination. Pupils care about the feelings of others."

WE ALL GROW FROM HERE

Wanborough
Primary School

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Headteacher: Mr Andrew Drury

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