



# prospectus 2024/2025

Nunnery Wood Primary School

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## Welcome

Welcome to Nunnery Wood Primary School

I am delighted to introduce our school. We hope that you will find this prospectus informative and that it will give you an insight into our school.

We are a thriving, happy primary school on the outskirts of the historic city of Worcester, close to wooded areas. NWPS is an exciting place to be, full of outstanding children, enthusiastic staff and lots of wonderful learning opportunities. We are a school where our children lie at the very heart of everything we do.

We believe that learning should be fun. We offer a warm and caring environment which enables children to feel safe and secure as they grow, learn and develop as individuals. We have high expectations and help children to make the best progress possible in all aspects of their learning, as well as in their personal and social development.

The school was last inspected by Ofsted in December 2022 when the overall effectiveness was judged to be good. Please follow this link to view the report: <https://reports.ofsted.gov.uk/provider/21/145836>.

If you are a parent trying to find the right school for your child, we would be delighted if you choose to join our thriving school and we would, of course, work closely with you to ensure that your child's learning journey at NWPS is highly successful, enjoyable and wholly memorable. Tours for parents prior to making applications for school places are scheduled each autumn term, but if you are looking for a place for your child mid-year, just give us a call and we'll be happy to advise and help you.

We are all extremely proud of our children and school so to find out more please come and visit us.

**Rachel Higgins**  
Headteacher

**Richard Harding**  
Chair of Governor



# Our School

## Aims and Visions

These aims and visions have been discussed and shared with children, staff and governors.

Here at Nunnery Wood Primary School every member of the school community - child and adult - matters.

In the words of our children;

We value:

- treating people how you would like to be treated yourself
- learning and growing together
- working together and helping the younger pupils
- trying your best all the time
- helping all pupils to make good progress and reach higher levels
- respecting everyone even if they are different



The vision we share for our school is as a community in which:

- everybody is kind to each other, everyone helps and learns from each other.
- everybody accepts people for who they are and respects their feelings and emotions
- nobody is judged on their appearance (what they look like)
- we always look at the positive impact of learning and enjoy it
- we all learn a different thing everyday

Our aims for our children are to:

- give the best knowledge to all of our children to create better job opportunities
- give all children values and skills to help them learn
- help pupils to be happy and make good friends
- give pupils many different opportunities to learn across the curriculum
- raise standards in all pupils' learning across all areas of the curriculum
- help pupils to reach their targets
- help pupils to understand about being healthy so we can make healthy choices
- allow pupils to try new things
- pupils will use the values they have learnt
- help pupils to be ready, with the right skills, for the world ahead
- pupils will learn how to keep themselves safe
- pupils will have fun in their learning and enjoy their school life



# About Our School

## ORGANISATION

Age		Stage
4-5 years	Reception	EYFS
5-6 years	Y1	Key Stage 1
6-7 years	Y2	
7-8 years	Y3	
8-9 years	Y4	Key Stage 2
9-10 years	Y5	
10-11 years	Y6	



We are proud to be a popular choice of school for families living across a wide geographical area, within and well beyond our designated catchment area. The school is tucked back from roads in an almost rural location, linked by a network of footpaths to the nearby wood and to neighbouring Nunnery Wood High School, which is also a thriving, highly regarded school. Our location also means that the benefits that the city offers us are also within easy walking distance, including, for example, our historic cathedral and The Hive, Worcester’s award-winning, amazing library.

Our popularity led to permitting us to admit more children, with 60 per year now joining us each September rather than 45. This growth has been accompanied by extensive building development, setting the school up for a very exciting future. Our grounds are a major asset, too, with swathes of woodland areas within our boundaries and lots of space for outdoor learning, play and sport. Children are taught in single year group classes.

Some of the other things that make our school what it is include its friendly, relaxed environment, the children’s brilliant behaviour, our use of Learning Partners, and the contribution that children make to the school and its curriculum. There is much, much more – but to find out about some of it, read on through the website (including the class pages), or come and visit!

What the Children say	Teachers always make our lesson fun but challenging. We also have lots of opportunities to do different sports in after school clubs.
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# Parent Partnership

At Nunnery Wood Primary School, we welcome parents into the school believing that we are partners in educating your children.



We provide many opportunities for parents to become involved in school life and your support will be greatly valued. Police checks and DBS checks are carried out on all adults working in school.

If you are interested in helping then please speak to your child's teacher.

## COMMUNICATION WITH PARENTS

We communicate with parents and carers in a variety of ways. For example, through our newsletters, questionnaires and text messages. Parents are invited to attend class assemblies, and parents' evenings. Parents are also invited to attend open evenings and the school sports days.

Staff are always happy to meet with parents and carers if you have any concerns.

The school website has a wealth of information including newsletters, class pages and key policy documents.

## BECOME A GOVERNOR

The Governing Body is a team of volunteers, who willingly give their time, working with school staff to ensure the best possible provision for children. The Governing Body has three main roles: to provide strategic direction for the school; to act as a critical friend to the headteacher, who is responsible for the day-to-day management of the school and the school team and to ensure accountability.

If you are interested in becoming a Governor or wish to make contact with the Governing Body, please contact the school office.



# Joining the School

## ADMISSION ARRANGEMENTS

Worcester County Council are responsible for the allocation of places to all primary schools. The local authority advertise the deadline for applications in all primary schools, the local press and on their website. Parents need to register online in order to apply for a place.

We conduct tours of the school for prospective parents in the autumn term. Please see our school website for dates and information about how to book on a tour.

All admissions information is available on the Worcester County Council website at:

[http://www.worcestershire.gov.uk/info/20099/school\\_admissions](http://www.worcestershire.gov.uk/info/20099/school_admissions)

## APPEALS

Every effort is made to make places available for your child in our school. However, schools have a limit on the number of children they can take. In the case of Nunnery Wood Primary School this is 60 in each year group. This figure is set by the local authority and agreed with the Governors and Headteacher.

There may be more applications than there are places available and in these circumstances not all children will be given a place. If a place is not available you have the right to appeal to Worcester County Council. A guide to admission appeals is available via the County Council Website.

## STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition as smooth as possible.

We arrange a whole series of visits! It is very important that children are as well prepared for and comfortable in school as possible, so we plan visits to their future class and teacher on several occasions before the 'Big Day'. This means that all children have many opportunities for contact with their new classmates and the school community; we inform parents well in advance to let them know the arrangements we make.

Early Years teaching is vitally important, as every parent knows. We aim to get children off to the very best start in 'Big School' and offer a wide and exciting curriculum appropriate to the age, interests and abilities of children in the Foundation Stage, who are aged four and five.

Teaching and learning opportunities include a wide range of structured, purposeful play activities, from which children learn a great deal.

Children's happiness in school is of the utmost importance if they are to flourish, and we nurture this alongside growing self-confidence, independence, social relationships and intellectual development.

At Nunnery Wood Primary we value the potential of home-school links and make every effort to involve parents in the development and learning of their child. At the start of each academic year, staff run workshops for parents about the curriculum, and how they can help at home.

## MOVING ON – TRANSFERRING TO SECONDARY SCHOOL

The great majority of our pupils generally transfer from us to Nunnery Wood High School. We liaise closely the headteacher of the High School and his staff, and during their final year here, Year 6, our children have regular contact with the school as part of a planned induction programme. We believe that it is essential that transition from one school to the next is as smooth as possible, and we do much to prepare children for this.



# The Curriculum

At Nunnery Wood Primary School, our vision for the curriculum is one that is...

Child centred and inspiring, promoting curiosity and engagement, so that children flourish and are confident in life both in and beyond school.

The curriculum we provide for all our pupils of compulsory school age consists of Religious Education and the subjects of the National Curriculum, as required by law. The National Curriculum comprises of four core subjects (English, mathematics, science and computing), which are given a high priority at our school, and six non-core subjects (history, geography, design technology, music, art and physical education) that are all essential in providing breadth and balance to the curriculum. We add to this statutory requirement by teaching Personal, Social, Health and Citizenship Education and Sex and Relationship Education appropriate to the ages of the children we teach, and through the teaching of French throughout Key Stage 2.

Children in our reception year group are provided with a curriculum that follows the guidance for the foundation stage, working towards the attainment of Early Learning Goals. This nurtures children's skills, understanding and interest in: Communication and language, Personal, Social and Emotional Development, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design. However, wherever children show understanding and ability appropriate to the levels of the National Curriculum programmes of study in any subject, learning at this level takes place at any age.

## LEARNING PARTNERS

Learning partnerships contribute enormously to many aspects of our school life here at Nunnery Wood Primary School. They have great benefits both to children's learning and to their social development and relationships.

Every child in school has a learning partner, randomly chosen, which is important to children as they see that the selection is completely fair. The two partners get to know each other well and talk and work together for three weeks, when new partners are chosen. Learning partners talk together to discuss their learning, the questions teachers ask, solve problems, share ideas, explain their thinking and support each other. They work together for a great deal of the three weeks, although not necessarily throughout the entirety of every lesson, as sometimes children need to work on activities differentiated to their specific levels of attainment. Through having learning partners, children also make new friends and relationships, and are more confident to contribute to class discussions and initiatives. Consequently, children form good relationships with others from different backgrounds and of different abilities, and throughout the school boys and girls work together constructively and gain a great deal. They tell us that they love having learning partners, and never want to stop having them! Sometimes it may seem to adults that some pairings might not work so well, but with a little extra support and advice from staff and other children, they overcome any difficulties or differences, and flourish – which is just what life is about!



# Subject Statement

## ENGLISH

Our teaching of English encompasses spoken language, reading, writing, spelling, vocabulary, grammar and punctuation and handwriting skills. The National Curriculum lies at the centre of the work planned for all of our pupils, as does our belief that children should develop a real interest and passion for the language that they learn to speak, read and write.

Speaking and listening are essential aspects of learning, but all too frequently undervalued. We help children to listen with concentration and understanding and to explore their world and their work in words. Our classes are not always quiet! Children often need to discuss what they are doing and orally rehearse before writing. Reading to an audience is also an important skill, which the children are regularly provided with opportunities to do.

Our pupils are encouraged to write independently and their efforts are praised. Our aim is for them to write with confidence and enthusiasm; a beginner has much to learn and cannot get it all right at once! Spelling and handwriting skills are taught and come into play especially when children re-read and improve pieces of writing; they learn to incorporate these, as well as developing knowledge of grammar and punctuation, a little at a time. Teachers provide opportunities for children to embed these skills across a range of subjects, not just in English and weave them into the planned theme. Teachers assess children's writing and then provide appropriate teaching that ensures that the pace of progress is manageable and matched to children's level of attainment. From the earliest years, we work towards the development of good handwriting skills by teaching correct letter formation and helping children to acquire a fluent, cursive handwriting style.

Our pupils develop reading and spelling skills helped by the systematic teaching of phonics (in the early years we use the highly effective "Jolly Phonics" and

Letters and Sounds schemes to help to learn letter sounds) For older children spellings are learnt through using a range of learning cues and spelling rules and embedded within the teaching of Spelling, Punctuation and Grammar.

It is important that children learn to enjoy books from the very earliest age and we encourage their love of reading both for the pleasure it gives and as a source of information. We offer children a selection of quality texts from which to choose and have a well-stocked and well-used library. The children build up a wide experience of books including fiction, non-fiction, poetry, myths and legends as well as books, letters and stories written by themselves and by other children.

Children select their reading material from quality texts, and are guided towards books that are appropriate to their ability. In Key Stage 1, children's early reading skills are also developed by the use of a well-respected reading scheme (Oxford Reading Tree) running alongside the class book collection. Children learning to read share the books they choose with adults both at home and in school, with adults helping with the reading whenever necessary. In this way, over a period of time that varies from child to child, reading develops along with confidence, understanding and pleasure.

We ask parents to join teachers in supporting children's reading development, and provide guidance and advice. We value opportunities for children to share books with each other and sometimes pair them with an older or younger "reading friend" for short periods – this has a very positive impact upon both partners!

Special arrangements are made within our classrooms for the support of children who experience any difficulty, as well as for those children who show high levels of ability.





# Subject Statement (continued)

Additional resources, including special collections of books, are provided for children at both ends of the ability range, and activities carefully matched to ability. We are very committed to making sure that every child achieves what he or she is capable of.

## MATHS

Our major aim in the teaching of mathematics is that all children develop the ability to work with numbers and measure with confidence and competency. Children at Nunnery Wood Primary School all partake in mathematical activities every day, with children being taught an active and exciting daily mathematics lesson of 45 minutes (for younger children) or an hour (Year 2 upwards). Our work is based upon the National Curriculum, which gives targets for children to accomplish during each year of their primary education. Parents are kept fully informed of these targets and are asked to help to support their child and the school in achieving these.

During the daily mathematics lesson:

- teachers are involved in direct teaching throughout, involving **all** the children;
- teachers question the children, using a variety of questions, making sure that incorrect answers are explained and put right;
- teachers teach ways of calculating mentally and with pencil and paper;
- children practise mental maths skills and learn number facts like pairs of numbers that add to twenty, number doubles or multiplication tables;
- children learn to spell and use mathematical terms and symbols correctly;
- children are asked to use what they know already to work out more facts;
- children are required to use their mathematical knowledge to solve a range of problems;
- children are asked to explain the methods they use and discuss which are best suited to particular purposes.

Mathematical knowledge encompasses work in number, problem solving, algebra, shape and space, data handling, money, time, measurement, weight and capacity. We teach actively using a range of strategies and then support children's understanding by helping them to apply their learning in different activities and situations. They apply and use maths in a variety of ways when they solve problems using information and communication technology, for example, when they use data handling software.

It is always our policy to ensure that children's work reflects their level of attainment: the experiences of those who are mathematically able are extended, whilst children who are less gifted are given the help and support they need in order to succeed at their own level. However, we always ensure that children have opportunities to be challenged and to demonstrate their strengths.

## SCIENCE

Science provides children with the skills and opportunities to explore and make sense of natural phenomena and the world around them. Investigating is at the heart of science teaching and learning with pupils being encouraged to hypothesise, test and evaluate with independence (at an age appropriate level of course) with the National Curriculum providing coverage from aspects of Biology, Chemistry and Physics. Our teaching helps children to develop scientific skills, but also to develop language and communication skills, to work co-operatively and to apply skills from mathematics and information technology.

We have an ever-expanding range of resources and a safe but fascinating outdoor environment for science, and these stimulate children's desire to explore and to ask and answer searching questions from their very earliest days in school.

What Ofsted say

The breadth of subjects taught and pupils' involvement in shaping the curriculum are noticeable strengths (Nov 2015)



# Subject Statement (continued)

## COMPUTING

Opportunities for accessing the Computing Curriculum are available to all, promoting inclusion and developing Nunnery Wood Primary School as a hub of community learning.

### Key skills

- Use of skills for presentation and communication
- Using tools to find things out
- Using tools for control and modelling
- Understanding of information technologies

### Our vision for Computing

Pupils are excited and motivated to learn. They become confident, discerning and safe users of ICT, who appreciate its value and purpose. They develop key skills and apply their knowledge and understanding using a range of digital devices, ranging from iPads and programmable robots to digital cameras and netbooks. Pupils are empowered to creatively develop and enrich their own learning through technology enhanced activities across the whole primary curriculum and within discrete computing lessons. A well-trained and confident workforce is maintained through regular, ongoing CPD and the sharing of good practice. Everyone is equipped with the knowledge, skills and understanding to embrace new developments in technology with confidence.

What the  
Children say

The School Council believes that Nunnery Wood Primary School is very safe because all of the teachers are caring and bullying is near enough non-existent. When it does happen, teachers and staff are quick to sort things out.  
“Any problems or upsets that do arise at school are dealt with swiftly because as several pupils said ‘Nothing gets past the teachers here. They notice everything’.” (Ofsted Nov 2015)



# Subject Statement (continued)

## RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Our teaching of Religious Education enables our children to acquire knowledge and understanding about Christianity and the other principal faiths of Great Britain.

Our teaching is based upon Worcestershire's "Agreed Syllabus for Religious Education" which outlines the work that children should undertake during Reception, Key Stage 1 and Key Stage 2. R.E. is multi faith with Christianity the predominant religion studied throughout the school and children also learning about Islam, Hinduism and Judaism at various points during their time at school. All teaching and learning in RE is planned and based around 'key questions' which enable and encourage children to explore and reflect on their own feelings and beliefs and the feelings and beliefs of others.

We also have a collective act of worship, involving all of our children. This act of worship, known as "Assembly", is broadly Christian in character and provides us with a time in which we can share the day's reflection together as a school community. Occasionally visitors join us to share or to lead assembly and in Key Stage 2 children also participate in acts of worship in local churches from time to time. Very often, children themselves lead our assemblies.

We believe that R.E. and collective worship play an important role in the personal, social, spiritual and cultural development of the children, as well as helping to promote British values. All staff at the school provide a caring environment that promotes good relationships between everyone involved in the school, and emphasise that we are a family in which everyone has a part to play, responsibility to take and in which each member learns to distinguish right and wrong.

Parents are entitled to withdraw their children from religious education and from collective worship if they so wish, and should contact the Headteacher to discuss this. She will be happy to outline the alternative arrangements that can be made for children at these times.



# Subject Statement (continued)

## GEOGRAPHY

Geography teaches an understanding of places and environments. Through the children's work in geography, they learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

## HISTORY

In history, children learn about people and events in the recent and more distant past in our locality, in Britain and in other parts of the world. Exploration of history helps them to develop respect for and tolerance of other people and cultures, and an understanding of some ways in which moral dilemmas can be approached responsibly. We often use real artefacts, trips and visits to stimulate and reinforce our teaching.

In their lessons, for example, our children:

- look for similarities and differences between life today and in the past;
- talk and write about what happened and why people acted as they did;
- find out about the past using different sources of information;
- make links across different periods of history;
- use their developing understanding of chronology when talking or writing about the past.

## ART and DESIGN

Children enjoy art, and we encourage it as a means of self-expression. However, they also need to learn a range of art skills and further develop their knowledge and understanding of art and artists. Just like professional artists their ideas are explored and developed in their own sketch books that travel through school with them.

We aim that children will be confident in expressing their feelings and ideas through art using a wide range of materials., whilst continuing to develop skills and techniques, including, drawing, painting, sculpture, textiles, printing, collage and digital media Children explore line, pattern, shape, colour, tone and form and learn to mix colours from a very early age. They are given opportunities to work alongside artists, exhibit their work and visit art galleries.

## PHYSICAL EDUCATION

Most children are naturally physical and adventurous, and our pupils are given regular opportunities for a range of physical activities, both indoors and out. Two hours per week of curriculum time are allocated to P.E. We are fortunate in having a large, well-equipped hall and a studio for indoor lessons, and excellent grounds as well as adventure play apparatus. The children pursue the National Curriculum in games, gymnastics and dance in Key Stage 1, and in Key Stage 2 children continue work in these areas with additional opportunities for swimming, athletics and outdoor and adventurous activities. Children need to have both indoors and outdoors kits in school at all times.



# Subject Statement (continued)

## MUSIC

Children are encouraged to develop musical skills, knowledge and understanding through a range of “hands on” musical activities. Musical instruments of different types are available for use in the classrooms to ensure that all children have regular opportunities for musical activities. The services of peripatetic music teachers for individual instrumental teaching is available for a small charge. In Key Stage 2, children have the opportunity to learn to play one or more instruments (e.g. clarinet, cornet).

Children are guided in their investigation of the musical instruments and computer programmes to make their own simple compositions and to explore rhythm and melody. They listen to a range of music of different styles and from different cultures and times, and this extends their awareness of the music. We welcome musical visitors to our school and these are always enthusiastically received, and termly talent shows always include our children demonstrating their musical skills and talents to a very appreciative young audience.

Singing is important to us, with children and teachers sharing songs together and getting great pleasure from performing these to audiences on special occasions that are a valued part of school life.

## BRITISH VALUES

The promoting of British Values is embedded across our curriculum.

These values include:

Democracy  
The Rule of Law  
Individual Liberty and Mutual Respect  
Tolerance of different faiths and beliefs.

## DESIGN TECHNOLOGY

In design technology lessons, we teach children to develop a range of skills and knowledge that can be used in practical “design and make” activities covering areas such as levers, pulleys, construction work in different materials, food technology and fabrics. Work relates to other areas of the curriculum and encompasses activities that children find absorbing and interesting – such as making a bed for teddy, a Tudor house, a pizza or a robot! We encourage children to observe carefully; respond with their own ideas, and to discuss what they are doing, what they have learnt and what they might do differently if they were to undertake the task again. These discussions are important as they help children to plan and prepare their design work increasingly effectively and independently.

## PERSONAL, SOCIAL, HEALTH, and CITIZENSHIP EDUCATION (PSHCE)

This is interwoven with many areas of the curriculum and with our lives in general. Through a range of activities, planned and repeated at appropriate levels during their years in the school, children are helped to consider a range of issues such as healthy eating and living, road safety, drug use and abuse, personal relationships, community responsibility and equal opportunities. They also work together to develop the social and emotional aspects of learning and the essential characteristics of good learning.

## Modern Foreign Languages

We teach French to all KS2 children at age appropriate levels.



# Subject Statement (continued)

## SEX and RELATIONSHIP EDUCATION

Sex and relationships education is integrated into our curriculum as part of PSHCE and science. Our teaching is sensitive, factual and appropriate to the level of understanding of the child or children involved. Any such education provided by teachers at our school encourages children to have regard for moral considerations and the value of family life. We have a specific policy for this aspect of our work, available to parents on request.

Any parent who does not wish their child to receive sex and relationships education (where this is not an integral part of the National Curriculum), should inform the head teacher.

## EXTRA CURRICULAR ACTIVITIES

We provide a wide range of activities that children may participate in as part of an after-school or a lunch time "club". Each term clubs are run by outside providers or by staff, reflecting their own areas of interest and/or expertise, and each runs over several weeks during the course of the school year – each term there may be something slightly different on offer! Generally, clubs cater for children in Years 3 upwards, although some also embrace younger pupils; we find that younger children are often quite tired by the end of a busy school day.

The activities are enjoyable in their own right, but also enrich the curriculum that we offer during the school day. They often give children the opportunity to learn in a small group to develop their confidence in their ability to succeed. We often find that children are inspired to continue with an interest that they may have developed in a club by joining in with other community activities.

Inevitably, we need to limit the numbers of children attending each club, as maximum numbers depend upon the type of activity, safety factors and resources available.

## SPORT

We aim to provide a sound background in sport at the school through National Curriculum physical education lessons as well as extra-curricular activities.

We pride ourselves on providing an extensive range of physical extra-curricular activities that take place throughout the school year, both at lunch times and after school. Such activities include tag rugby, gymnastics, dance, archery, tri-golf, girls' football, boys' football, netball and pop lacrosse. We participate in a range of sporting competitions and joint dance events, together with other local schools. Intra-house competitions are also organised on a regular basis within PE lessons.



# Early Years Curriculum

Early Years teaching is vitally important in laying the foundations for children’s future development and learning. We aim to get children off to the very best start in ‘Big School’ and offer a wide and exciting curriculum appropriate to the age, interests and abilities of children in the Foundation Stage, who are aged four and five. The Reception classes, Oak and Willow, are taught in our Early Years base which comprises of two classrooms with shared creative and outdoor learning spaces and purpose built toilets within the setting.



Teaching and learning opportunities include a wide range of structured, purposeful play activities and focused learning activities with adults, all linked to the Early Years Foundation Stage Curriculum. Children’s happiness in school is of the utmost importance if they are to flourish, and we nurture this alongside growing self-confidence, independence, social relationships and intellectual development.

A previous Ofsted report stated that “The well led and managed Early Years Foundation Stage is rightly highly valued by parents” and in another of our reports Ofsted stated that “At the time of the previous inspection Early Years provision was a strength and this has been maintained....staff show excellent understanding of how young children learn.”

Both of our Early Years classes are staffed by experienced teachers who are well supported by three full time, qualified and highly experienced, Early Years teaching assistants. The staff in both classes work closely together to form a strong team, providing high quality education for our youngest pupils.

Over the course of their first year in school, we find that children develop a great deal of independence and confidence – and get off to a flying start, building a great foundation for future learning.

What Ofsted say	Doing the best for pupils is at the heart of all decision making. This is the guiding light for school leaders. (Nov 2015)
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# Inclusion and Equality

## EQUALITY

At Nunnery Wood Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age (for staff only). We will adhere to the legal definitions of these protected characteristics as set out in the Equality Act 2010.

We aim to develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by race, sex, age and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination through a positive approach to equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that our diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

## SAFEGUARDING

Nunnery Wood Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. All staff and regular volunteers at our school are trained in how to respond in circumstances where we have reason to believe that a child may be in need of protection, or at risk of harm. This would include seeking advice from or passing concerns on to the Children's Services Social Care team, and participating fully in any plans put in place to support children and families. The safety and well-being of every child is our paramount concern.

Our Policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.

As a school we:

- Ensure we practise safer recruitment in checking the suitability of staff and volunteers to work with children
- Raise awareness of child protection issues and equip children with the skills needed to keep themselves safe
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- Support pupils who have been identified as in need of early help or at risk of harm in accordance with his/her agreed Child Protection, Child in Need or Early Help plan
- Establish a safe environment in which children can learn and develop.

If you would like a copy of our Child Protection policy, please ask at the school office, go to the school website or speak to the Designated Safeguarding Lead for Child Protection.





# Inclusion and Equality (continued)

## BEHAVIOUR

We have high expectations of children's behaviour at Nunnery Wood Primary School; it is important that the school is a happy, well-ordered place where good relationships are established and effective teaching and learning takes place. Visitors to our school confirm that this is most certainly the case, and children's behaviour and attitudes are judged to be a strength of the school.

We keep rules to a minimum, as nobody likes lots of fussy and unnecessary rules. We have a simple behaviour code based on what children are expected to do rather than what they must not do, and we all put this into practice on a daily basis.

We value each child as an individual and emphasise the positive aspects of their behaviour and work in school. All staff reward children in their classes in slightly different ways – some variety is welcome when children move to new classes each year. Very pleasing behaviour, work or effort is rewarded by a visit to the headteacher and a special sticker, and especially praiseworthy work is regularly displayed. In addition, each term a number of "Very Special Awards" are presented to children in recognition of consistently praiseworthy behaviour or learning. Congratulations by the whole school is an integral part of our school life and is prized by the children.

We encourage children to take responsibilities appropriate to their age, both within the classroom and, as they get older, in the school community. Older pupils are invited to "apply" for posts of responsibility in the school by writing letters in response to adverts, and they do a whole range of jobs within the school, for example: library duties; responsibilities before, during and after assemblies; delivering registers; looking after P.E. equipment; and helping with younger classes as a "class monitor". Taking responsibility is important for all children as they mature, and has a powerful effect upon their self-esteem.

We place great emphasis on supporting children who have more difficulty than others in reaching our expectations for their behaviour, and will implement an individual behaviour plan if necessary. Such action is crucial to the success of the school and to the progress of every one of our pupils – effective teaching and learning cannot take place in school where behaviour is poor. For this reason, we ask parents to support us and any behaviour plan put in place, working with us where we have any concerns about their child's behaviour in school. The headteacher takes overall responsibility for advising and supporting staff with behaviour management, and she liaises directly with parents should this be necessary. Often a short period of special input, if supported by parents, is very effective in helping children to improve their behaviour.

Punishment, where necessary, takes the form of removal of privileges or from the situation in which the child is behaving inappropriately. Anti-social or aggressive behaviour is not tolerated, and if serious breaches of school discipline occur the headteacher may decide to exclude a child on a temporary or even a permanent basis.



# Inclusion and Equality (continued)

## CATERING FOR THE NEEDS OF ALL CHILDREN

It is essential that we identify children with specific or general learning difficulties with as little delay as possible, and this is the first step in providing help. Here at Nunnery Wood Primary School we have several members of staff who have had specific training in helping pupils who experience learning difficulties. In addition, many of our teachers, teaching assistants and special needs assistants have been trained in aspects of special needs support.

We support children by meeting the requirements of the Code of Practice on the Identification of Special Educational Needs, teaching and monitoring children's progress in relation to their own special arrangements and individual provision maps. The process passes through a series of stages of support depending upon the level of difficulty that children experience. Some pupils may only need such support for a short period, whilst others may need to be on one or more of the stages over many years.

Serious and persisting difficulties may require statutory assessment that may lead to an Education, Health and Care Plan made by the Local Authority, when specific support and arrangements will be detailed and provided by law in order to meet the child's needs.

Parents are fully involved throughout, and are encouraged to share any concerns regarding their child with the class teacher, the SEND Assistant Headteacher or the Headteacher. After a period of support provided by the school, specialist advice may be requested from agencies outside the school, again with the involvement of parents.

Children with special educational needs participate in the full range of subjects taught in the school, and receive support within their classroom either by receiving additional teaching support or by undertaking an activity that is planned for their own level of attainment. Occasionally, children work with an adult away from their classrooms for a short period either individually or in a small group, but this is the case for children of all abilities and is planned to maximise the teaching we can offer to the children.



# Other Information

## PARENT VOLUNTEERS

We warmly welcome voluntary help in school, whether from parents, grandparents or other interested members of the community. The more time and attention we can give our children, the more they will flourish and make progress. If you can spare a little time each week (or even just from time to time) we'll welcome you with open arms!

There are a wide range of activities that can be supported by voluntary helpers, but we would not ask you to do anything you don't fancy! Some parents like to work in their child's class and this usually works well, but others prefer to help elsewhere in the school – either is fine by us.

Of course, as you would expect, we need to be sure that every volunteer is checked by the police as being suitable to work with children. Forms for this purpose can be completed at the school office prior to voluntary help commencing.

## SCHOOL UNIFORM

We believe that school uniform helps to create a sense of community within our school and have designed a practical and comfortable uniform. We ask that parents ensure all items are clearly named.

Our school uniform consists of the following items:

- Sweatshirts in the school colour (bottle green) with or without the school logo. Sweatshirts with the logo are available from Schooltogs. If absolutely necessary, a plain bottle green jumper, sweatshirt or cardigan may be worn.
- White shirts or polo shirts may be worn underneath the sweatshirts or on their own in warmer weather.
- Black or grey skirts, pinafores, trousers or shorts. In warmer weather, dark green striped or checked dresses are an acceptable option.

- Sensible black shoes with either white, green or black socks or tights are acceptable. The wearing of trainers or pumps is discouraged. We also discourage the wearing of shoes with heels of a height that may compromise children's safety on the playground, and may decide to ask a child to change into their P.E. pumps or stay off the playground if these are worn to school.
- P.E. uniform consists of a white T shirt and black or navy shorts, with a pair of black slip on pumps for certain activities. For safety reasons, we ask that T shirts are long enough to tuck into shorts and that shorts are not too baggy. Children also need outdoor P.E. kit – trainers rather than pumps, plus jogging bottoms and a sweatshirt or a tracksuit.
- Children in upper key stage 2 will need a swimsuit (not a bikini) and towel when participating in swimming lessons and those with long hair will require a swimming hat. Goggles may be worn.
- All children must have a P.E. bag in which to keep their kit. P.E. bags with the logo are available from Schooltogs.
- Most children also use a school "Book Bag" for carrying books and other smaller items to school each day, as these are practical and appealing to young children. These too are available from Schooltogs.
- If having packed lunches, your child also needs a lunchbox and flask for food and drink at lunchtimes; lunchbox sized cool bags are particularly sensible.



# Other Information (continued)

## HEALTHY EATING

We encourage all of the children to eat a piece of fruit or raw vegetable at morning break every day. Please note that, in line with our school's healthy eating policy, no other form of mid-morning snack is permitted.

Children in the reception year and years 1 and 2 are provided with a free piece of fruit each day as part of the National Fruit Scheme. The parents of older children may send a piece of fruit to school each day with their child.

## SCHOOL MEALS

Every day, a range of delicious, healthy hot meals are provided by Aspens, from which children can choose. Parents book and pay for lunches in advance using the Aspens website. Menus and further information are available on the school website.

All reception and Key Stage 1 children are entitled to free school meals.

When a family is entitled to Job Seekers' Allowance or Family Income Support, we urge you to take up your entitlement to Free School Meals. This enables your child to have a hot meal and pudding each day, completely free of charge, along with all the other children opting for hot meals. Entitlement to Free School Meals also entitles children of any age to free milk every day, as well as to reductions on the purchase of school uniform and the cost of school trips and visits. Staff in the school office will help you with an enquiry about school milk or free school meals.

## WRAP-AROUND CARE - TREETOPS

Wrap-around care runs daily from 7.30am during term time and after school until 6.00pm.

Details and booking information are available from the school office and on the school website.

## WATER

We encourage all children to bring a water bottle to school each day, which they may re-fill at any time from drinking water taps in their classroom. In addition, all children may drink freely from the school drinking water fountains at any time of the school day. Drinking water is a healthy habit, and one that we encourage. Other drinks may not be brought to school, except as part of lunch. Please note that fizzy drinks are not allowed in school at all.

## ABSENCES

Regular and punctual school attendance is essential if a child is to make the most of the educational opportunity available to them.

We require parents or carers to contact the school office every day a child is absent to give the reason for the absence and a likely return date.

Where possible, we ask parents and carers to arrange all non-urgent medical appointments out of school hours. Where this is not possible, advance notice should be given and parents and carers must sign the child out at the school office, and sign back in again upon return.



# Other Information (continued)

## LEAVE OF ABSENCE FOR HOLIDAYS IN TERM TIME

Regulations came into force on September 1<sup>st</sup> 2013 which makes it clear that Head Teachers are not permitted to grant leave of absence during term time unless there are exceptional circumstances. Family holidays during term time do not count as exceptional circumstances.

If parents/carers want their child to have leave of absence during term time, the request must be put in writing to the Head Teacher at least four weeks in advance of the requested leave date. The request will not be granted unless the Head Teacher (taking into account statutory guidance) deems the circumstances for making the request to be exceptional. If the leave is not granted but still taken, the pupil's absence will be marked as unauthorised which may lead to a referral being made to the Education Investigation Service.

## MEDICINES

When your child joins us the school nurse conducts routine hearing, vision, dental, height and weight checks and if any problems are flagged up you are of course informed immediately. It is also essential that the school has full, up to date information regarding telephone contacts that should be made in the event of illness or accident during the school day. The nurse is available to contact via the school office.

When children are unwell, it is important that they stay at home until well enough to return. Sometimes, a child is well enough, but must complete a course of medication (e.g. antibiotics); if a dose is required during the day, we ask you (or somebody representing you) to pop in to administer it. For legal reasons, staff are not expected to administer medication, except for children with certain long term medical conditions. Parents of such children should discuss their medical needs with the headteacher so that advice can be sought on how to deal with each set of circumstances, it may be appropriate to draw up a Medical Care Plan with the involvement of the School Nurse.

## EMERGENCY CONTACT DETAILS

Please ensure that your contact details are up to date and that the school is informed of any health matters, especially allergies related to your child.

## COMPLAINTS

The Local Authority has established arrangements to consider parents' complaints about a school's curriculum or related matters. A copy of this complaints procedure is available in schools and libraries maintained by Worcestershire County Council. This covers matters relating to the National Curriculum and includes the provision of external examination courses and religious education. The procedure provides for complaints to be directed initially to the headteacher and for an attempt to be made to resolve them informally. If this fails, there is a formal appeals procedure available to parents.

In the event of a complaint that is not related to the curriculum, parents should raise their complaint initially with the class teacher and subsequently with the headteacher, if necessary. A copy of the school's complaints procedure is available from the school office or on the school website.

## CHARGING POLICY

In general, schools must not charge for the education of pupils. However, there are some circumstances in which charges may be made. The provision of as wide a range of activities would not be possible without such contributions.

The purpose of the governors Charges and Remissions policy is to specify the circumstances under which charges for certain "optional extras" may be levied. It must be noted that there is a difference between levying a charge and asking parents for voluntary contributions.

The governing body determines this policy and keeps it under review and in line with national guidance.

The full policy is available on our website



# Other Information (continued)



## HOME LEARNING

We ask parents to support and reinforce the learning that children undertake in school by helping with home learning in the evenings, at weekends and in holidays, but seek to balance this with allowing children time to enjoy a wide range of other out of school activities and interests. All activities are carefully planned with children's ages and abilities in mind, and especially to support key aspects of learning. We also give a whole range of ideas for ways that you can help your child to develop a real thirst for learning with you at home from the earliest days in school throughout the years of primary education.

It is clear that parental involvement with children's learning has a **HUGE** impact on the progress they make and the enthusiasm they develop – so your efforts at home are really worthwhile.

## ASSESSMENT AND REPORTING

Children's attainment and progress are very closely monitored by teachers and the headteacher throughout their years in school. We do this in a variety of ways.

Most importantly, we observe and assess children as they are learning, talking to them in order to gauge their understanding and working with them to identify their strengths and areas for development. Specific assessment activities are used from time to time to provide further information, and this all combines to inform teachers' assessments of children's attainment. We invest a great deal of time and effort to ensure that teacher assessment is rigorous and accurate.

Every term, the headteacher meets with each class teacher and other senior staff to review the progress that is being made by every child in school. Concerns can then be promptly addressed through a range of actions, including liaison with parents where necessary.

Upon entry to school, we assess the children against the Early Years Outcomes and the Reception Baseline, which gives us information about what each child already knows and can do, so that children's next steps in learning can be planned. After this is analysed, it gives us information about how our children's starting points compare with those nationally. At the end of the reception year, children's attainment against the Early Learning Goals is assessed, showing the progress that has been made in the first year at school.

The outcomes of statutory assessment in the summer term of the reception year and Year 6 are reported to parents in our Annual Progress Reports. At the end of Years 1, 2, 3, 4 and 5 we also provide a comprehensive report to parents, outlining the progress that their children have made and indicating their levels of attainment in comparison with age-related national expectations. In addition, we hold termly parents' consultations so that parents can talk with teachers – although you are very welcome to arrange a time to talk with your child's teacher at any point during the year.



# Essential Information 2024-2025

## Contacts

**Address** Nunnery Wood Primary School  
Prestwich Avenue  
Worcester  
WR5 1QE

**Telephone** 01905 354154

**Website** [www.nunnerywoodprimary.co.uk](http://www.nunnerywoodprimary.co.uk)

**LA Address** Worcester County Council  
Spetchley Road  
Worcester  
WR5 2NP

**Headteacher** Rachel Higgins

**Chair of Governors** Richard Harding

## Other Information

**Type and range of school** Primary School  
4-11 Years

**Number on roll** 403

**School hours** Morning 8.40 – 12.00  
Afternoon 13.00 – 15.15





# Staffing

September 2024 – July 2025

**Headteacher**

Rachel Higgins

**Deputy Headteacher**

Richard Bidwell (Designated Safeguarding Lead)

**KS2 Assistant Headteacher**

Tracey Wheeler

**EYFS & KS1 Assistant Headteacher**

Polly Anderson (SENDCo)

## TEACHING STAFF

Reception

Donna Cooper & Ellie Higgs

Year 1

Megan Picken & Beth Hope

Year 2

Helen Rowley, Susie Cottrill, Helen Mackinnon & Sam Marshall

Year 3

Ellie Freer & Charlie Allan

Year 4

Katie Jenkins & Ollie Pass

Year 5/6

Scott Dodds & Tracey Wheeler

## TEACHING ASSISTANTS

Mary Adair

Kate Morgan

Karen Baker

Debbie Ratcliff

Trudie Topham

Jo Collins

Kerri Knox

Karen Lee

Megan Hemming

Maymunah Hussain

Vicky Kent

Lianne Radbourne

Georgia Satchwell

Chloe Smith

Emily Baldwin

Nicola McNaughton

Charlotte Benson

Emilie Benson

Chloe Cave

Ferni Evans

Danielle Eyeson

Jayne Gladstone

Carys Hurd

Kelly Jackman

Nikki Parsons

Shamneez Rehman

Faatimah Shamreez

Vicky Sollis





# Staffing (continued)

## OFFICE STAFF

School Business Manager	Marie Birbeck
Administrative Assistants	Emily Cole & Alison Kane
ICT Technician	Chestnut Infrastructure

## INCLUSION TEAM

Assistant Headteacher for SEND	Polly Anderson
Access and Inclusion Manager and Deputy Safeguarding Lead	Lindsey Salisbury
Attendance and Family Liaison Coordinator	Louise Thomas

## LUNCHTIME SUPERVISORS

Becky Bushell  
Farzana Kouser  
Dawn Hitchman  
Penny Richards  
Claire Russell  
Shirley Vernalls – Lead Supervisor  
Sana Ashfaq  
Chloe Cave  
Fran Gaston  
Jayne Gladstone  
Shakila Kauser  
Nikki Parsons  
Lisa Rothan  
Rebecca Tansell

## PREMISES STAFF

Caretaker	Stacey Evans
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## WRAP-AROUND CARE

Shirley Vernalls – Supervisor  
Marnie Hathaway  
Clare Russell  
Farzana Kousar  
Lisa Rothan



# National Curriculum Assessment & Test Results

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To be updated

