



Waterman Primary School

**Prospectus
2018-2019**

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Welcome to Waterman Primary School

Dear Parents / Carers

Welcome to Waterman Primary School. At Waterman we strive to tailor teaching and learning to the needs of the individual learner, creating a safe and stimulating climate to inspire and build confidence and independence. We encourage resilience and positive attitudes to learning and set high expectations so that pupils can make the best possible progress, achieving their potential and therefore being prepared for their secondary education.

At Waterman Primary we work in partnership with members of our community to support and develop each individual. Many of our parents and grandparents were educated here and we pride ourselves on being 'a friendly, caring, family school'. Parents make an important contribution to children's achievements at school, and we nurture the relationship between the school and parents for the benefit of the children in our care in order that they develop socially, emotionally as well as academically.

In February 2015, Waterman Primary School became part of the Hearts Academy Trust. Through this partnership the school is able to draw on a range of expertise to enhance the pupils' personal and academic development. This has also enabled the close working relationship between Waterman Primary and Stambridge Primary schools, allowing for a federation approach to be established. This enables a shared leadership that supports staff by developing networking groups to share information, responsibility and approaches to nurture quality teaching and learning. In the current climate where school budgets are strained it also allows for the sharing of resources, increasing cost effectiveness and ultimately creates an environment that benefits the pupils of both schools. As part of the Hearts Academy Trust, we are committed to providing a happy, caring and safe learning environment for all within a values led context where everyone feels valued and grows in confidence and independence.

Our last OFSTED inspection was in January 2018 where our school was graded 'GOOD' again following the inspection in March 2013. The full report can be found on our website.

I hope this prospectus informs you further of the ethos, philosophies and priorities of our school and gives you a feeling for the many opportunities we can offer your child.

If you would like the opportunity to discuss any further questions with us, or wish to visit the school please contact us so that the appropriate arrangements can be made.

We look forward to meeting you.

Yours sincerely,

Eileen Thorn

Head of School

Welcome by Chair of Governors:

Dear Parents and Carers,

My name is Jo Bradbury and on behalf of the Governing Body, I would like to say a warm welcome to Waterman Primary School and the HEARTS Academy Trust. I am confident that you will be choosing a great school to start your child's journey in education so that they develop a life-long love of learning and become well-rounded individuals.

As a fellow parent; I have one child currently in reception and another in year 2 within the HEARTS Academy Trust, I genuinely have nothing but praise for the Trust in not only striving to provide an excellent education but instill in our children excellent core values, such as Esteem, Trust and Respect, which will stand them in such good stead in their futures.

We are a small but effective governing body, made up of dedicated parents ensuring that the interests of our children are at the heart of decision-making, community leaders providing an essential link with the wider community, and school leaders focused on delivering amazing educational outcomes. Our governing body is joined with Stambridge Primary School which is just down the road and allows both of our small schools to capitalise on the talents and ideas of dedicated school leaders to share fantastic learning experiences, such as Forest School, Film Festivals, "WOW" days and even cricket matches.

Our local governing body has many responsibilities but our over-arching role is to make sure that your child is given the very best education possible, has every opportunity to develop their HEARTS values and has an amazing school experience. We do this by being a critical friend to school leaders; challenging their ideas, holding them to account for the performance of the school and supporting them in their vision.

In addition, we are responsible for ensuring that parents/carers are given a voice and consulted and informed as appropriate. Therefore, please feel free to contact me with any questions you might have concerning the Governing Body by leaving a message with the school office.

We trust that this school prospectus gives you a comprehensive guide to Waterman Primary School and look forward to meeting and working with you in the future to make your child's learning experience even better.

Jo Bradbury

On behalf of the Local Governing Body



WATERMAN PRIMARY SCHOOL

The Boulevard,
Rochford,
Essex.
SS4 1QF

Telephone: 01702 546237
Email: waterman.admin@heartsacademy.uk
Website: <http://www.hearts-waterman.uk/>
Twitter: @WatermanPrimary

TYPE OF SCHOOL Community Primary School
Aged 4-11 years

Number of pupils on roll
September 2018 78

HEAD OF SCHOOL Mrs E Thorn
EXECUTIVE HEAD: Mrs D Rogan OBE

CHAIR OF GOVERNORS Mrs Jo Bradbury

Waterman Primary School is committed to providing a happy, caring and safe learning environment for all where they feel valued and grow in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT & RESPONSIBILITY** for all by establishing good relations between the school and home, church and community. Pupils are taught respect for themselves, others and the environment.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY & SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to of all members of the community.

Waterman Primary School opened in 1969 as Doggetts County Primary School and Nursery. On the 14th December 2007 the name was changed to Waterman Primary School to keep the strong links with the Thames Waterman Association and Sir Thomas Doggetts alive.

Our school building is fortunate to be set within large grounds overlooking farming fields; it has its own sports field, sensory garden, play area and swimming pool. We use this rich environment to provide a broad and balanced range of learning experiences both inside and outside the classroom. An outdoor classroom has been installed where the children can work outside and have shade at lunchtime. This is surrounded by a developing sensory garden which was created with the help of Rochford Allotment Association. We also have an adventure playground and tyre park for the children to use

There are four classroom bases in school, each containing a wide range of resources to cover the whole curriculum including interactive whiteboards and up to date ICT equipment. Equipment is regularly updated. One class base has been developed into a technology centre which also includes a cookery area.

We also have a demountable classroom where the EYFS and Nursery children work.

The school has a large assembly hall which is used for PE, lunchtime and breakfast club. The school has its own kitchen and still provides healthy cooked lunches on site. We also cook lunches for another local school.

The school has been modified to cater for children and visitors with physical disabilities enabling wheelchair access to all areas of the building.

There is a swimming pool on site which is currently undergoing refurbishment and will allow us on completion to teach swimming on site again.

Waterman Primary School is a family orientated community school which shares it's site with other childrens/family services.



Waterman Primary School

The school is situated away from the main road in a beautiful semi-rural position.

Children are admitted to school in the September after their fourth birthday. At Waterman, all children are admitted fulltime at the beginning of the Autumn Term in the year in which they turn five.

All the admissions are handled by Essex Local Authority. A common admission form needs to be completed and should automatically be sent to all children nearing school age. The form can be accessed online at www.essex.gov.uk . This should be completed when the admissions process opens which is about 9/10 months before admission.

Preparation for School

You are welcome to arrange a visit to the school at anytime should you wish to do so. We also have open afternoons for new parents and children to come and see our school. Outside of this there are a variety activities and induction sessions prior to your child starting school:

- Reception Staff visit all local Pre Schools, Playgroups and Nurseries
- Open mornings or afternoons to view the school in action
- Four formal induction sessions in the Summer term prior to admission, incorporating parent information about a variety of matters and the opportunity for your child to spend time in school with Reception staff
- Home visit from Reception staff

Admissions Policy

There is no guarantee of a place for children living in the priority admissions area. In the event of oversubscription places will be allocated using the following criteria in the order given:

- Children living in the priority admissions area with a sibling attending the school at the time of application;
- Other children living in the priority admissions area;
- Children living in the geographical area of Rochford (as defined on the map available at the school) with a sibling attending the school at the time of application;
- Other children living in the geographical area of Rochford (as defined);
- Children living outside the geographical area of Rochford (as defined) with a sibling attending the school at the time of application;
- Remaining applications.

In the event of over-subscription within any of the above criteria, priority will be given to looked after children and then be determined by straight line distance from home to school, those living nearest being given the highest priority. Exceptional medical circumstances (supported by medical evidence) may override the above.

Published Admission Number is currently **15**

Home/School agreement

At the start of the induction sessions you and your child will be asked to sign a Home/School agreement. This supports best practice for all stakeholders.

School Terms

Under the 1986 Education Act, children are required to be in school for 190 days each academic year. These are divided into three terms as follows:

September to Christmas – Autumn Term

January to Easter – Spring Term

April to July – Summer Term

During each term there is a half term break of one week. Teaching staff are in school for a further five days for professional training. In addition we have 6 extra non pupil days, you will be notified in advance of the dates set for such days.

Waterman Primary School actively discourage holidays during term time but realise that exceptional circumstances arise. Each case is looked at carefully based upon the

- Child's stage of education and progress
- Time of year, eg during tests, September
- Overall attendance of the child, eg, less than 95%, previous holidays

Should it be necessary to take leave during term time, please complete an Essex County Council holiday form, available from the school office, to seek permission before you go.

Term dates for September 2018 to July 2019 can be found on our website or a copy obtained from the office.

Class organisation

Classes are organised as follows for the academic year 2017/2018

Reception class	Year 1 and 2	Year 3 and 4	Year 5 and 6
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Due to the small class sizes we can offer personalised learning and address each child's individual needs.

School Session Times

School begins at 8.50am however the children are allowed to go to their classrooms at 8:40am to complete early morning work.

Lunch is held as follows:

Reception : 11:50 to 12:50pm

Year 1 and 2: 11:55 to 12:50pm

Year 3 and 4: 12.00 to 12:50pm

Year 5 and 6: 12:05 to 12:50pm

There is mid morning break for all children at 10:45 for 15 minutes. Fresh fruit is provided by the school. All children can sign up to receive daily milk in school. This is free for all children under 5.

School finishes for all children at 3:10pm.

The school has an assembly every day, which is a shared experience. Weekly themes include moral issues, special events, religious stories and awareness of other faiths. The children listen to music, sing songs and are encouraged to reflect upon the theme. Parents are invited to the class sharing assemblies on a Friday morning (class dates will be circulated)

Children should be collected on time. Children will wait in the reception area should you be slightly delayed. It is helpful if you contact the school if you are likely to be delayed or if someone else is collecting your child so that they can be safely looked after until your arrival. If a child is in year 5/6 and you would like them to walk to or from school alone, please complete a permission form from the office.

Children in the reception classes follow the foundation stage curriculum which underpins all future learning by supporting, fostering, promoting and developing progress in the following areas:

The Prime areas:

- Communications and Language
- Physical Development
- Personal, Social and Emotional Development

Four specific areas through which strengthen and apply the prime areas

- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Expressive Arts and Design



Independent Learning is actively encouraged through the children's participation in structured play activities.

Foundation Stage Profile

The Foundation Stage Profile is an on-going assessment which is carried out during a child's time in Foundation Stage. The children are assessed through various observations against the areas of learning to identify where a child is in his or her development. The purpose of the profile will be discussed during the parent consultation meetings and each child's final outcomes will be shared with parents at the end of the year.

As the year progresses and the children develop they will move into the national strategies for literacy and mathematics.

Children are taught a broad, balanced curriculum which reflects the current National Curriculum. The core subjects are English, Mathematics, Science, Information Communication and Technology (ICT) and Religious Education. The foundation subjects are History, Geography, Art, Design and Technology, PE, Personal, Social, Health Education (PSHE), Modern Foreign Languages (MFL) and Music.

Much of our work is developed through a cross curricular enquiry approach; however the curriculum is organised so that the core subjects are given high priority. The children are given the opportunity to work individually, as part of a group, or as a class.

- **English**

English at Waterman Primary School encompasses specific teaching of reading, writing, and grammar, punctuation and spelling. (Speaking and Listening skills now are taught through all subject areas).

Reading is taught carefully and systematically to all children so that they develop the skills they will need to read with fluency, understanding and enjoyment. The children in the Foundation Stage and Key Stage 1 have 3 phonic sessions a day for 15 minutes. There is a well established and growing collection of poetry, fiction and non-fiction books which have been carefully selected. We have a structured approach to reading, using several schemes including Oxford Reading Tree and Rigby Star. Guided reading sessions are timetabled to ensure every child reads at least once a week. Independent reading also takes place regularly.

To reflect the new Curriculum expectations, explicit reading lessons take place four times a week, for 30 minutes. During this lesson, children are taught the skills they need to comprehend a large variety of challenges texts, with a particular focus on widening the knowledge of vocabulary. Children are taught how to decode challenging vocabulary; read with expression and infer meaning from the language that is present in the text. Additionally, children are taught the four main skills they need for reading understanding. Reading is recorded through the use of comment sheets when working with an adult and comprehension questions and activities in the children's English books.

Children are encouraged to take books home to read to their parents, forming a vital link between home and school. Visits are made to the local library, and a Book Week is organised annually to further the children's enthusiasm for books.

Writing

At Waterman Primary School, the children follow a 'Talk for Writing' sequence for writing, over 2-3 weeks. During this time, the children are immersed in a book, theme, genre or film that links to their topic. The children learn the language and textual structure of one text type, and are exposed to high quality examples of this writing that they rehearse, analyze and improve. Again, we ensure there is a particular focus on high quality vocabulary.

Talking before writing is a big part of the writing cycle. The children will often act out a text; perform a text with actions for challenging and key vocabulary and have whole class discussion about a text before they come to create their own versions.

Within this cycle, the grammar and punctuation for that year group is taught within the context of their writing, with additional grammar and punctuation lessons that feed into the English lesson. This allows the children to apply the grammar and punctuation knowledge they are acquiring immediately.

Spelling and handwriting are additional skills that are taught explicitly at our school, but are also of high importance within all lessons. The school has a joined up writing script that is modeled by teachers and learnt by the children.

- **Mathematics**

At Waterman School we aim to help for pupils to become fluent in the fundamentals of maths, to reason mathematically and be able to solve problems by applying maths to a variety of problems and investigations. We achieve this through practical activities and a structured lesson approach. We put a great emphasis on children learning key facts to ensure they have the building blocks to be successful mathematicians. Children will look for connections, find patterns and explore relationships to make sure they have a deep and broad mathematical knowledge. The children have a daily maths lesson, which is often linked to solving real-life problems, for example problems related to money, because we want all children to understand the relevance of mathematics in our daily lives.

We teach much of our curriculum in a thematic way and we link maths to these themes as much as possible. We use a range of practical resources and activities within lessons so we can address all learning styles and engage and interest all our pupils. We aim to promote maths as a fun and interesting subject so that children are confident and enthusiastic mathematicians ready to tackle problems both in and outside school. Children are encouraged to take maths games home to play with their family.

Science

Science teaches children how to explore, discover and investigate the world around them.

In Key Stage 1 much of the science is based on children exploring the world around them, finding out why things happen and how they affect their lives. In Key Stage 2 the children develop their investigative skills, so that they are able to carry out fair tests to see if their predictions are correct.

Science is a very important area of the curriculum with links into many other subjects, for example, children will explore how to build electrical circuits when making a lighthouse or grow their own sunflowers when studying plants, which they will draw and paint in art.

- **Computing**

Computing plays a significant role in all teaching and learning at Waterman. From an early age the children are taught specific IT skills relating to: word processing, desk top publishing, data handling, control technology and coding, modelling ideas, and use of the internet, including email. Having learnt the necessary skills children apply these into their thematic work in relevant tasks.

Waterman offers a laptop trolley where laptops can be used within the technology room as well as iPads. The children can access their work as the school is fully networked. Each class base has wireless internet access and access the main server. In addition all of our classes have interactive whiteboards, which are used to support teaching.

The school takes internet and computer safety extremely seriously and children are taught about appropriate use and how to keep themselves safe online.

RE

There is a school RE policy and scheme of work which is based on the agreed Essex syllabus for RE. In RE children are taught about a range of religions, with an emphasis on Christianity. The teaching is aimed at helping the children understand the different beliefs held by people across the world, and which events, places and rituals are important to each religion. We are aware that some pupils, parents and staff may hold deep beliefs, while others hold none at all. Parents have the right to withdraw their children from all or some RE lessons if they wish to do so and such children will be provided with alternative activities.

- **History**

Through a range of creative and active experiences, we aim to develop the children's sense of identity through learning about the development of Britain and the world. We also aim to introduce the children to what is involved in understanding and interpreting the past. Pupils gain first hand experience from educational trips and visitors to the school.

- **Geography**

Geography helps to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the earth. We encourage children to develop an informed concern about the quality of the environment, both in our immediate locality and beyond. We seek to enhance our children's sense of responsibility for the care of the Earth and its people.

Waterman Primary School has a partner school in Kenya. This has developed an understanding of other countries and cultures.

- **PE**

PE at Waterman is valued as an important part of the curriculum. We believe that PE plays a vital role in keeping all the children healthy and well. A rich curriculum of Games, Dance, Gymnastics, Swimming, and Athletics enables the children to develop an enjoyment in sport whilst practising essential physical and teamwork skills that are needed to become fit and healthy. We are very lucky to have ample space and resources to teach PE on the playground, the field and in the hall.



We have our own swimming pool on the grounds.

- **Forest Schools**

Due to our extensive grounds our children take part in Forest School sessions with our trained Forest School practitioner. This allows all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in outdoor space.

- **PSHE**

At Waterman, we aim to encourage pupils to lead confident, healthy and responsible lives as individuals and members of society. We attach great importance to the need for each child to build self-esteem and develop the confidence to understand themselves and others around them. We believe that each child has a voice and in our small school every child is heard.

Through work in lessons and a range of activities across the curriculum, pupils gain knowledge and skills to help them live healthily and deal with spiritual, moral, social and cultural issues.

In years 5 and 6 we teach Sex Education, following the DFES guidance, where areas such as birth, childhood, adolescence and relationships are covered. Parents, who wish to withdraw their child from sex education lessons, should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

- **MFL**

The children learn French at Waterman from year 3 to year 6. They have a weekly lesson and aspects of the lesson are reinforced throughout the week.

Music

Music is an important part of life at Waterman. Each class has a weekly music lesson with a music specialist, learning how to play the African drums, ukeleles and other tuned instruments, these lessons will involve the children in a range of activities to develop children's listening, composing and singing skills. The school choir perform within the school and have opportunities to sing at local music festivals.

- **Art and Design**

Art and design offers pupils the opportunity to develop their creativity by using a range of skills in a wide variety of contexts. At Waterman, pupils are able to communicate and express their ideas and feelings through:

Drawing Textiles 3D form Painting Printing Collage

Children are taught a range of skills and by evaluating their own and others' work, pupils are able to become more confident in their own opinions and abilities.

- **Design and Technology**

Design and Technology is another subject that has many links to other areas of the curriculum and is essentially practical. We provide our pupils with opportunities to work with a variety of materials such as wood, clay, textiles and food. They will be taught to use a range of tools safely and techniques for problem solving. As they progress they will be taught to evaluate their work and identify areas for improvement. The children take part in regular cookery lessons in our kitchen area.

Pupils with Special Educational Needs

At Waterman we expect every child to reach his or her full potential, whether they need specific targeted support or have gifts and talents beyond the traditional curriculum.

We believe that through differentiation and grouping most pupils' needs will be met within the classroom, but occasionally pupils will need more focused support. Where a child has been identified as requiring support for Special Educational Needs, the school works within the Guidelines of the National Code of Practice.

Mrs J Fincher is our Special Educational Needs Coordinator (SENCO). She works closely with the class teachers to set individual targets for the pupils.

Able, Gifted and Talented Pupils

It is important to understand what we mean by able, gifted and talented pupils. Able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas.

Gifted children can be identified as pupils who achieve two years beyond their age group in a certain subject. This would be about 1-2 % of the school population. More able and gifted children are identified through teacher assessment and judgements based on a variety of assessments.

Talented children demonstrate a significantly higher level of ability in any of the following:

- Artistic abilities
- Ability in the expressive arts
- Physical ability
- General intellectual ability
- Creative thinking
- Leadership qualities/social skills

At all times the needs of the children, whatever their ability, are catered for through the careful differentiation of tasks.

Accessibility

The school has carried out an Accessibility audit and is confident that the needs of all pupils can be met at Waterman Primary School.

Equal opportunities

Waterman Primary School takes positive action to ensure that each child has equal opportunities at our school. We are committed to challenge and eliminate all forms of discrimination, prejudice and stereotyping. Any alleged incident will be investigated and reported as required.

Documents

There is a legal requirement to make available all papers and information regarding statutory published papers, such as the OFSTED report, school policies and schemes of work. These are available on our school website and in the school office for consultation by any parents or member of the public.

Educational Visits – Off Site

Taking the children out of school on educational visits is key to helping them understand and practically apply what they learn in the classroom. Activities range from a walk to the local park or church, day trips to historic or curriculum based centre through to residential trips for year2 and 6.

All children are encouraged to attend educational visits; voluntary contributions are requested to make the activity possible. The children thoroughly enjoy this alternative approach to learning and value their experiences.

Mrs Thorn and Mrs Lincoln are our Educational Visit Coordinators.

On Site Activities

To further stimulate learning opportunities, Waterman hosts sleepovers throughout the year to prepare pupils before sleeping away from home on the residential trips. We also make use of the services of outside education resources. Examples of which are listed below:

Clubs

Providing extra curricular activities further helps us to challenge and stimulate the children. The clubs are run by staff as well as outside agencies. The school reviews the range of out of school hours opportunities. The children are asked on a termly basis which clubs they have enjoyed and which clubs they would like to do the following term. We are always looking to outside agencies to see what other activities could supplement our provision. Staff led clubs are **free**, those provided by outside agencies incur a cost dependent on the provider. We provide Breakfast club from 8 o'clock in the morning, lunchtime clubs as well as after school clubs. Examples of clubs we run are: running, cinema club, art and craft, lego, Creative play, and a drama and singing club.

Homework

Pupils take home reading books every day and are expected to read at home every day. Foundation stage children start learning letter sounds and key words and parent support is important to help learn these at home. As the children progress they learn letter combinations and spelling patterns and these are sent home to learn too.

We also have Creative Homework Grids which are activities that relate to areas across the curriculum which are being learnt as well as reinforcing Maths and English work. The children choose which activities they would like to complete over the term.

A Positive Lunchtime Experience

Lunchtime is a sociable and happy time where children enjoy eating with their friends and peers. Play equipment and a variety of clubs have helped to enhance the lunchtime experience.

At Waterman we have our own school kitchen and are very proud of our cooked school meals. Special events are celebrated in school by themed meals where everyone is welcome, details will be sent out prior so that you can put dates in your diary!

Your child also has the option to bring in a healthy packed lunch or go home for lunch.

A special table on Monday celebrates good lunchtime behaviour from the week before..

Play Leader Scheme

We are very pleased with our play leader scheme. Children specially recruited from Years 5 are responsible, in conjunction with our lunchtime staff, for providing a positive and fun play experience for every child.

The children enjoy a wide variety of activities including the use of interesting and stimulating play equipment, use of the adventure play areas and free play. The play leaders encourage all children to play together, introduce new games and ideas and handle minor disputes.

Outdoor classroom

We now have an outdoor classroom which provides shade during the summer months. Waterman has been developing the area around the classroom into a sensory garden. We have been working with Rochford Allotment Association and really appreciated their help.



Research has shown that children learn best when home and school work in partnership. At Waterman Primary School we offer a wide range of opportunities for parents to actively participate in supporting their children in school:

Parent Council

All parents are automatically members of the Parent Council. Parent Council organises various events and activities throughout the year for the children and their families. These events primarily help to raise money for equipment and facilities that might not otherwise be available to the school, however, they are also to provide social opportunities for our whole school community.

All events are organised and run by the volunteers that head up the Parent Council team, dedicating much time and effort to ensure all have fun.

This is an area we are keen to develop further as it is a great opportunity to help make the school an even better place for the children.

Parent/Teacher Consultation meetings

This is an opportunity to discuss your child's development and progress with their teacher. The consultations are held each term. A report is also sent home each term to inform parents of progress, attainment, attitudes to learning and attendance.

Open Evening

Each year parents are invited to hear what targets have been prioritised for the year ahead and ways in which the Senior Leadership Team plan to achieve these targets.

Open Afternoon

Visit the school and take time to view your child's work – fantastic displays throughout the school and in each class. This takes place each term throughout the school year.

Home School Diary

This is a popular communication tool – the diary allows a flow of communication on an almost daily basis between you, your child and their teacher about reading and other homework activities.

Curriculum Workshops

Occasionally curriculum workshops are held about a specific curricular area; helping you to understand the methods and strategies your children are being taught. These sessions are very helpful to provide full support to your child at home when completing homework.

School Newsletter

Every Friday we distribute a school newsletter detailing all the weeks' activities, class awards, attendance, notices, menu and other interesting news from our school community. These can also be found on our school website. All correspondence is sent out on a Friday. We also regularly use the text mail service for reminders. The Governors and Parent Council also send out a termly newsletter.

School Productions and Assemblies

Every Friday, within school, we celebrate awards which have been achieved over the week, details can be found in our newsletter.

Parents and carers are invited to attend class sharing assemblies and other productions including plays, religious festivals and other performances. Dates for these will be circulated at the beginning of each term.

Volunteer Helpers

An extra pair of hands is always useful, some parents enjoy volunteering their time regularly to help in school. We are looking to set up a team of Reading Champions who can come into school on a regular basis. We are always looking for parents/carers who have suitable skills and the time to run an extra curricular club which may be of interest to the children.

Parent/Teacher Liaison

We are an open school whereby the teachers are available before and after school to discuss any queries you may have. Alternatively you are welcome to book an appointment at a mutually convenient time with the Head Teacher.



Complaints procedure

Waterman Primary School takes informal concerns seriously and will always try to ensure they are resolved during the early stages.

However if the initial attempt to resolve an issue has been unsuccessful and the person raising the concern remains dissatisfied, they may wish to take the matter further and the school would follow it's complaints procedure- a copy of this can be found in the school office or on the website.

The health and welfare of your child is our first priority. Every effort is made to abide by stringent health and safety procedures and to provide responsible supervision throughout the school day.

Medical Care

Once your child reaches 5, the school nurse will carry out a general medical check in school including height, weight, hearing and sight. The nurse will contact you should there be anything she feels needs further investigation.

Trained Paediatric First Aid staff are available at all times to deal with minor and major medical incidents and emergencies. Your child will be cared for and comforted immediately. Minor incidents will be dealt with at school. Should an emergency arise you will be contacted immediately. Should this prove impossible the school will act in the best interests of the child. It is imperative that your personal contact details are kept up to date. An updated form is circulated annually but please ensure you inform the school office of any changes promptly.

If your child needs to take prescribed medication, please leave it at the school office in the morning and complete a medicine form. Please do not send your child in with over-the-counter medicines or tablets or put throat lozenges in with packed lunches.

Children who need daily asthma or diabetes medication are encouraged to manage their condition and we are happy to help them.

Please check your child's hair regularly for Headlice. This is a community issue and Schools cannot solve this, but with your help we can deal with it.

Attendance

It is essential that children attend school every day if they are to reach their full potential. Last year our attendance was 96.2% which was very close to our school's target.

We encourage regular attendance in the following ways:

- Providing a caring and welcoming learning environment and learning that is so interesting that children will not want to miss it;
- Responding promptly to a child's or parent's concerns about the school or other pupils
- Publishing regular attendance information;
- Celebrating good and improved attendance;
- Monitoring pupils, informing parents/carers in writing of irregular attendance, arranging meetings with them if necessary and referring the family to Education Welfare Officer (EWO) if the irregular attendance continues.

We expect that you will:

- ALWAYS encourage regular school attendance and be aware of your legal responsibilities;
- ALWAYS ensure that your child arrives at school on time and fully prepared for the school day;
- Ensure that you contact the school whenever your child is unwell and unable to attend school by 9.00am on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate.
- Provide written evidence for your child's absence.
- Contact us promptly whenever any problem occurs that may keep your child away from school.

School Uniform

Waterman Primary School colours are **Navy Blue, White and Grey**.

We pride ourselves on our smart appearance and are grateful to parents and carers for ensuring uniform rules are followed.

School Uniform can be purchased from Danielle's Uniform Shop in Rochford
(branded with school logo):

General uniform items are:

- Navy Unisex V -Neck Jumper / Cardigan (**Yr 3 – 6**)
- White plain polo tops (**Reception, Yr 1 and Yr 2**)
- Standard issue plain cotton school blouses or shirts (**Yr 3- 6**)
- Navy Unisex crew neck sweatshirt (**Reception, Yr 1 and Yr 2**)
- School Tie for (**Yr 3 - 6**)
- Grey trousers, skirt or pinafore (Grey shorts may be worn in summer)
- Navy, grey or white socks / tights
- Summer Dresses – Blue and White check
- Footwear – black shoes. **No boots or trainers**
- **No jewellery** is to be worn in school (**including earrings**)
- Hairbands, scrunchies, small bows etc should be in school colours.
- Unisex Zip Through Fleece (logo is optional)

PE Kit

PE kits should be brought to school at the start of each term and kept in school until a school holiday.

You need:

- A white T shirt- either (logo is optional)
- Navy shorts / Tracksuit trouser & top for colder months
- Plimsols or trainers (for outside and inside use)

Forest School

It is recommended that warm clothes are available for use in colder months when the children go outside for Forest Schools activities. There are no requirements for these to be a particular colour.

Swim Wear

Girls – One piece costume, towel, goggles (if required) and swimming hat

Boys – Shorts (above knee) or trunks, towel, goggles (if required) and swimming hat

Sports Competition Kits

The school has a sponsored Football kit, polo shirts and waterproof jackets for those children to wear when taking part in sports activities on behalf of the school.

School Bags It is recommended that a **named** book bag is purchased for daily use and **named** PE bag.

SCHOOL STAFF

Executive Head
Head of School
Head of Pastoral

Mrs D Rogan OBE
Mrs E Thorn
Mrs J. Fincher (SENCo)

Teaching Staff

Mrs T Lincoln (Senior teacher)
Mrs J. Martin (Class Teacher)
Mr A. King (Class Teacher)
Mrs L. Wood (Class teacher)
Ms S. Williams (Swimming Teacher)
Mr S. Legget (Drumming Teacher)
Mrs L. Appleton (Class / Interventions teacher)

Non Teaching Staff

Administrators

Mrs K Summers
Miss T Browne

Higher Level Teaching Assistant

Mrs T Stevens

Higher Level Teaching Assistant / Nursery Nurse

Mrs N Wiltshire

SEN Teaching Assistant / Forest Schools

Mrs N Wiltshire

Mid-day Assistants

Miss Meldon, Mrs Cummings

Caretaker

Mr J Maynard

Catering staff

Catering Manager

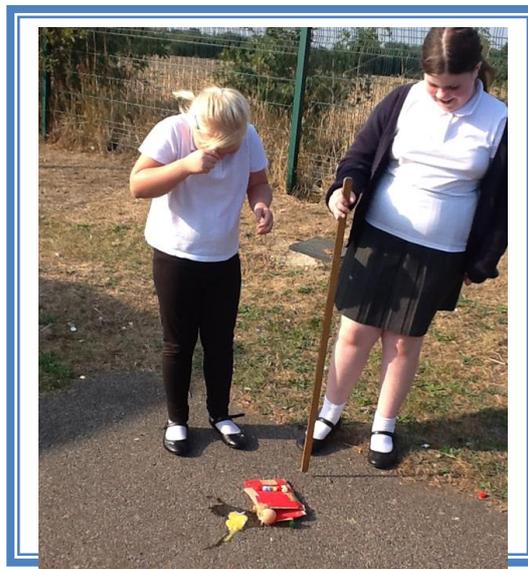
Mrs N Gordon

Kitchen support

Mrs E Parrish

Breakfast club organizer

Mrs J. Cummings



Egg-sellent problem solving in STEM club!

The Governing Body is an integral part of the school, in place to provide support, direction and guidance across our community. Members of the Governing Body are from a broad spectrum of backgrounds, volunteering their time, experience and skills to help the development and progression of the school.

Our Governors are as follows:

Mrs Jo Bradbury (Chair of Governors)

Mr Shaun Scrutton (Vice Chair)

Mrs Sue Adams (Community LAB member)

Mrs Eileen Thorn (Head of School Waterman Primary)

Mrs Hannah James (Head of School Stambridge Primary)

Miss Becky Thomas (Teacher Stambridge Primary)

Mrs D Rogan (Trust)

The Governors of Waterman Primary School have adopted the Essex County Council Policy for Education. It lays the foundation for all school policies, practices and procedures.

The Governors are closely involved with the school in many ways; if you would like to contact the Governing Body please contact the school office.

Den Building at Forest Schools



Please help us keep Waterman Primary School safe and secure for everyone.

- Please use the designated path from the main gate. Do not walk on the drive or through the car park for your own safety.
- All school visitors must report to the school office and wear a visitor's badge.
- We have nominated first aiders on site.

Safeguarding

Waterman Primary School takes its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989)

- We make every effort to protect and safeguard our children from any form of harm and we expect that everyone associated with the children will behave in a way that maintains this;
- We expect adults and children to speak and behave in such a way that no-one will be offended or upset by anyone's comments or actions;
- We ensure that pupils know that there are adults in school who they can approach if they are worried or in difficulty and we encourage them to tell us if any adult in school behaves in a way that causes them concern.

We expect all our parents/carers to inform us if they ever become aware of a child who may be at risk of harm so that we can take appropriate action to safeguard the child's welfare. If we all take responsibility for looking after the children they will grow up as confident people who can achieve a great deal.

Investigating patterns as part of outdoor learning and maths



School Values

Teachers have a right to teach and children have a right to learn. All children are capable of behaving appropriately. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework.

Rewards

Our behaviour policy is based on the positive reinforcement of good behaviour. All staff should praise children and give them encouragement when possible.

Rewards include:

- Going on gold- name in the weekly newsletter, going in the gold book(3 golds in a week)
- Individual charts and incentives e.g. reward box, special toys, chains of activity
- Star pupil of the week
- Clear school, class and lunchtime expectations to be set every year and reviewed every term.
- Extra computer/art time
- Whole class choosing time
- Extra play
- Notes home
- Head teacher awards- gold book
- Celebration assembly

Informal Rewards: These include:

- Praise: focusing on children who are showing appropriate behaviour
- Verbal report: Telling Parents & Carers about good behaviour; reports to Head Teacher and Senior Leadership Team about good behaviour.
- Class incentives- each class can design their own specific class rewards as appropriate for the class's needs at a specific time in their development. We do not award stickers as rewards.
- Team points

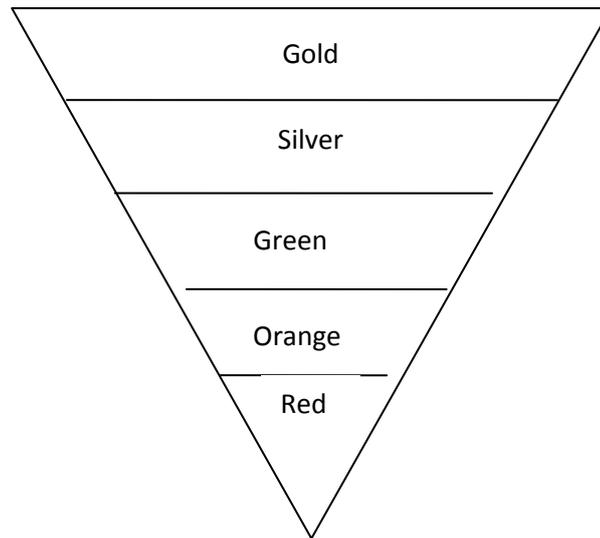
Consequences

The consequences of poor behaviour are clear to pupils at all times. Random punishments are unacceptable and will not be used. The school approach will typically be one of the following

- Time out
- 5 minutes play lost
- Phone call to parents
- Discussion with parents after school
- Working in another group/on own (for short period of time)
- Doing a job for an adult under supervision e.g. tidying up (whilst calming down)
- Writing a letter of apology/saying sorry when something wrong has been done.
- In school exclusion
- Inappropriate behaviour is logged in the red triangle book
- Exclusion

Strategies for dealing with challenging behaviour

The school uses a simple, visual triangle for monitoring behaviour. This is highly visible in each classroom, in the hall and at the swimming pool and is used consistently throughout the school.



All children start the day on Green which is expected behaviour. Demonstrating consistently good behaviour will lead to moving up to Silver and exceptional behaviour will lead to moving up to Gold. If the child's name is still on Gold at the end of the day their name is written on the newsletter or three Golds or more will go into the gold book with a special certificate.

However inappropriate behaviour choices will lead to the child's name moving down the triangle. At the Orange stage the child has time to reflect and make good choices. This will mean their name moves back to Green. However further inappropriate choices will mean moving to red. The consequences of this are on the previous page.

Bullying and Harassment

When there have been accusations of bullying the following procedures are employed. All reports of bullying or harassment are taken very seriously and must be reported to the Headteacher.

1. The accuser (staff, parent, pupil) must speak to the headteacher.
2. Conversation will be logged.
3. Alleged bully and victim will be watched and incidents recorded for a period of 3 -5 days.
4. The school will follow the Support Group approach
5. All staff will be informed via weekly staff meetings and information fed to the Headteacher.
6. Parents will be informed of outcome after observation period ended.
7. If allegation substantiated Head teacher will speak to perpetrator and victim.
8. Consequences will be in line and make sense with behaviour policy

The full Behaviour Policy can be found in school or on our website.

[SATS results](#)

How well are we doing?

I am really pleased with *my daughter's* progress, she is doing brilliantly.

A Parent

The head of school is well supported by a passionate team from within the school and the Trust. Together, they have successfully created a caring and inclusive school within the local community.

Ofsted

The school supports pupils and their parents in taking care of their welfare needs, often going above and beyond what one might expect.

Ofsted

Pupils say learning is fun. It offers them experiences that they might not otherwise have.

Ofsted

I feel that the staff at the school work hard to improve standards and continue to support the students with great passion.

A Parent



Testing periscopes!