



Welcome to KS2 Meeting

12th September 2023

5:00 p.m.



Governors at Western Primary School



Who are the governors here at Western?



Tim Broad
Headteacher



Ian Rainbow
Chair of Governors



Michelle Roberts
Vice-Chair of Governors, Co-opted
Governor



Sian Marsh
Co-opted Governor



Claire Magill
Staff Governor



Claire Edwards
Co-opted Governor



Stuart Hall
Co-opted Governor



Hannah Wynn
Parent Governor



Nicola Bostock-Hayes
Parent Governor

What role do the governors play here at Western?

Every school has a legal requirement to have a governing body. The governors' role is strategic; the head teacher is responsible for the day-to-day management of the school. The governors are there to support the school in providing the best education for the pupils and we do this by:

setting the school's values, vision and strategic aims together with the staff

agreeing plans and policies and ensuring resources are used effectively

monitoring and evaluating performance

providing support and constructive challenges to the head teacher as he leads the school

ensuring that Western is accountable to all stakeholders.



Where can I see the governors here at Western?



- You will find several of our governors in the school playground at drop off/pick up – Michelle Roberts, Sian Marsh, Hannah Wynn and Nicola Bostock-Hayes.
- Governors attend a range of school events including the Christmas and summer fairs (usually on the tombola), school shows, in and out of lessons/school, concerts and sports days.
- We are also exploring the possibility of setting up parental workshops for the opportunity to discuss a topic pertinent to school at that time.





How do I contact the governors here at Western?

- **Governor Contact details:**
 - Ian Rainbow (Chair) - Rainbowl@rklt.co.uk
 - Michelle Roberts (Vice-Chair) - RobertsM@rklt.co.uk
 - Claire Magill - MagillC@wes.rklt.co.uk
 - Claire Edwards - EdwardsC@wes.rklt.co.uk
 - Stuart Hall - Halls@rklt.co.uk
 - Sian Marsh - MarshS@rklt.co.uk
 - Hannah Wynn - WynnH@wes.rklt.co.uk
 - Nicola Bostock-Hayes - Bostock-hayesN@trust.rklt.co.uk



Special Educational Needs and Inclusion

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

At Western, we take a whole-school approach to Inclusion. *Every member of staff is an essential part of the Inclusion Team.*

More information about our approach to supporting our children and families can be found on the SEND pages of our school website.

- Graduated Response Road Map
- SEND Policy
- SEND Information Report



Ben Fraser-Smith
Inclusion Team
Leader/SENDCo/Deputy DSL

fraser-smithb@wes.rklt.co.uk



www.westernps.co.uk



Learning Support

Our Learning Support Team provides additional and different methods, resources and activities to help support children with their specific learning needs.

This may include:

- Support with Speech, Language and Social Communication development
- Targeted interventions
- Same day support
- Pre-teach and Catch-up lessons
- 1-1 or small group adult support (both in and out of class)

Interventions are regularly reviewed to ensure that dedicated support is having a meaningful impact and promoting progress for pupils. The pupil's class or subject teacher retains overall responsibility for their progress.





Emotion & Wellbeing Support

At Western, we believe that a pupil's happiness and wellbeing are the foundation for their success and that it is essential to nurture, not just the academic progress of the child, but to look after the 'whole person'. We support this development through:

- Drawing & Talking Therapy
- Lego Therapy
- Emotional Literacy Support Assistant (ELSA) Interventions
- Art Therapy
- Play Therapy
- Just B Bereavement Support
- Anxiety Counselling
- Restorative Practice
- Yoga / Mindfulness Sessions



**Drawing
and Talking**



Interventions are regularly reviewed to ensure that dedicated support is having a meaningful impact and promoting progress for pupils. The pupil's class or subject teacher retains overall responsibility for their progress.



Western Primary School

CREATING SUCCESS STORIES

The Quiet Room

The Retreat

The Junction

Signposting you to SUCCESS through ...

School & Learning
Support

Emotional Wellbeing

Friendship Guidance &
Restorative Approaches

Staying Safe

Home-School Links





Family Support

At Western, we believe that families, parents and carers of our pupils should feel as included and supported by the school as their children are.

Our Family Support Worker can provide support, advice and information to families and to listen to any concerns you may have about your child's education, behaviour or wellbeing.

Help and support may include:

- Helping to improve the home/school link
- Strategies for parents/carers to improve behaviour in the home
- Support for those families undergoing change such as family breakdown/separation and divorce/ ill health and bereavement
- Signposting and help to access services from external agencies and community services
- Helping with applications for secondary school/benefits/housing
- Support with school attendance and lateness issues



Sophy Bland
Family Support Worker
blands@wes.rklt.co.uk

Working pattern: Monday-Thursday
(term time only)





Special Educational Needs and Inclusion

More information can be found on the SEND pages of our school website.

You may also find these documents helpful (available online):

- Graduated Response Road Map
- SEND Policy
- SEND Information Report

If you would like to know more, please contact myself - or Sophy Bland - via email or the school office.



Ben Fraser-Smith

Inclusion Team

Leader/SENDCo/Deputy DSL

fraser-smithb@wes.rklt.co.uk



Safeguarding culture at Western

- The safety and wellbeing of our pupils is always the number one priority for everyone working at Western. *There is a whole school approach to safeguarding which underpins all aspects of school life.*

Staff take part in regular safeguarding training and our comprehensive Safeguarding policy is available for parents and carers on our website.

Mr Broad is our **Designated Safeguarding Lead** and is supported by four deputy DSLs.

DSL



Mr Broad
Headteacher

Deputy DSL



Mrs Magill
Reception

Deputy DSL



Mr Fraser-Smith
The Junction

Deputy DSL



Mrs Bland
The Junction

Deputy DSL



Miss Thompson
Nursery & The Hive

Safeguarding culture at Western



This culture is underpinned by the following elements of our practice:

- Safeguarding is everyone's responsibility.
- Safeguarding arrangements are effectively communicated with stakeholders in a way that is accessible to all.
- Everyone works with '*professional curiosity*' and an attitude that '*it could happen here*'.
- The approach is child-centred, considering, at all times, what is in the best interests of the child.
- Pupils are confident they will be listened to, respected, taken seriously and well supported.
- There is a safe working culture that ensures all pupils, at all times, are safe.
- Staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.



School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Characteristics of an Effective Learner

- Ambitious
- Collaborative
 - Curious
 - Reflective
 - Resilient
- Resourceful





Western's Behaviour Policy



- Our school is a **safe** place for pupils and staff where we are **kind**, **respect** each other, and are **honest** when we make mistakes. We understand that **actions** have **consequences**, including opportunities for learning, reflection and forgiveness. We are **compassionate** towards each other and take the time to explore and understand the reasons behind different behaviours.
- Whole-school review
- Revised policy
- Individual procedures to address physical incidents
- Anti-bullying policy





STAFF IN YEAR 3 & 4



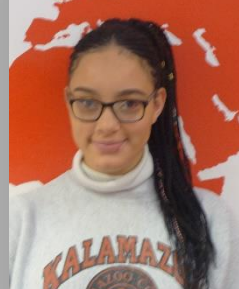
Teaching staff

Mrs Coatesworth
Mrs Collett
Ms Smith
Miss Riddle



Support staff

Mrs Edwards
Miss Duke
Mrs Osbourne
Miss Kelly
Mrs McIlhinney
Mrs Anderson
Miss O'Connor



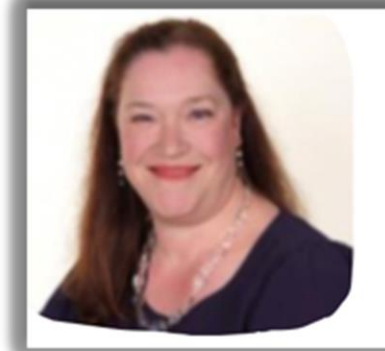
PPA Staff



Miss Kelly
Religion and
World Views



Mrs Edwards
Religion and World
Views



Mrs Reilly
French



Mrs Gwilliam
Music

On a Thursday afternoon, the staff above alternate between the classes on a half termly basis to teach French, Religion and World Views and music. This is the time when the teachers have their planning, preparation and assessment time.



Things to remember...

- A clearly labelled winter coat
- A clearly labelled water bottle
- Fully charged school iPad
- Reading records
- **Please** name all uniform





Expectations in KS2



- All children are to wear the correct school uniform (please ensure it is labelled)
- Ideally, children with long hair should have it tied back.
- No jewellery, especially on P.E. days. Earrings may be covered with tape before school. Watches are allowed, provided they are not a Smartwatch with a camera.
- Children must come to school in their P.E. kit on their P.E. day.
- iPads should come into school fully charged.
- Late arrivals must sign in at the office.





Beginning/ End of Day Routines



- In KS2, we encourage the children to become more independent. We would expect the children to come into school on their own. Please encourage them to come in the side door swiftly, without long goodbyes, as this can cause some children more distress.
- At the end of the day, teachers will only let children go once they can see parents. If someone other than you is picking up your child, please tell us in the morning/send an e-mail or ring the school office. If in doubt, we will always keep your child and try to contact you as soon as possible.



Statutory Testing – Times tables

Times tables are very important. They help with mental arithmetic. This progression also helps with moving beyond using their fingers to work out answers, they'll be able to use their knowledge to quickly solve any multiplication questions. By memorising their times tables, children will also become more accustomed to using their head to visualise answers for questions. The children can use TT Rockstars or timestable.co.uk.

These are the year groups where the learning takes place. The sooner your child learns them all the quicker they will be able to work out calculations in year 3 and year 4.

Year 2

2s 5s and 10s

Year 3

3s, 4s and 8s

Year 4

All the rest



During June a statutory test takes place for children who can access the test. This is done online. There are 25 questions and the children have six seconds to answer each question. We use the site timestables.co.uk to practise for this. There is also a weekly timestables test. We ask you to support your child in learning them.



Typical Day in KS2

8:55 – 9:10	9:30 – 10:30	10:30 – 10:50	10:55 – 12:00	12:00 – 13:00	13:00 – 15:00	15:00 – 15:10
Register	Maths	Break	English	Lunch	Foundation subjects / Science	Class book Home Time

KS2 assembly will be on a Wednesday morning with Mr Broad.
PE will be on a Tuesday and Wednesday afternoon, children are to come in PE kits on both days.





Spellings - Y3/4



We will upload spellings weekly to Showbie on Wednesdays. There will be a spelling test every Wednesday. The first spellings will be released on Wednesday 13th September. The first test is on Wednesday 20th September.

Handwriting - Y3/4

Handwriting will be practised daily and the children will focus on consistently joined, neat handwriting. Some children will have a handwriting book sent home for extra practise.



**Nelson
Handwriting**





Reading – Y3/4



Children will be sent home with a reading book for pleasure. They are expected to read X3 a week with parents/family members. When you read with your child please fill in the reading record book. Record the pages read and how you feel they did. Some children will be sent home with an extra book to challenge them (normally a classic).

Dreambox (Used to be Reading Plus)

The children will take an online assessment which places them at a level. As the children progress through the books they move up levels. They also have to answer questions about what they are reading to help with their comprehension skills. This reading tool also records their words per minute. Over the years of using Dreambox we have seen significant improvements to those children read using it regularly. The system also gives us a report on how often they are reading, what their words per minute are and their comprehension understanding out of 100. Please only support your children with this tool, do not do it for them as it will make the figures incorrect and they will have to start again. Click on the link for more information.

<https://go.dreambox.com/rs/715-ORW-647/images/Home-Learning-Guide-For-Families.pdf>

Trips and Visits



Trips and visitors are a vital part of enhancing our curriculum offer. We aim to plan trips well in advance, particularly when there is an associated cost. We may require parent helpers but please be aware that you will require an up-to-date DBS check, which can be acquired through the school office.

Letters will be sent out in advance with the costings and further details. We are obliged to ask for a voluntary contribution but would like to make parents aware that if there are not enough contributions received, we may have to cancel the trip.





Communication

Teachers will use email as the main form of communication.

Should you need to make contact please use the following email addresses:

coateswortha@wes.rklt.co.uk

colletth@wes.rklt.co.uk

riddles@wes.rklt.co.uk

smithl@wes.rklt.co.uk





Please don't hesitate to get in contact if you have any questions.

