

Ravenbank SCHOOL

SCHOOL PROSPECTUS

2023/2024



Headteacher: Mrs L Sweeney MA BA(QTS)Hons

Chair of Governors: Mrs L Glover



Contents

	Page No.
Introduction and School Aims	3
School Information	4
Management - The Governing Body	6
Staff	7
School Organisation	8
Admissions	9
Curriculum	10
Personal & Social Health Education	12
Special Educational Needs	12
Safeguarding	14
Assessment and Recording	16
Reporting	17
Extra Curricular Activities	18
Attendance and Punctuality	19
Pastoral Care & Discipline	22
PTA - Parent/Teacher Association	22
Uniform	23
Behaviour	24
Home School Agreement	25
Year 6 Experiences at Ravenbank	26

Appendix:

Uniform Information

Before and After School Clubs

Holiday Dates 2023-2024, 2024-2025



Introduction

**“Pupils are proud to attend Ravenbank Primary School.”
“Leaders have high expectations for all pupils.”- Ofsted 2023**

The School Prospectus

The purpose of this booklet is to provide the information needed by parents and others who are interested in the school. We have tried to keep it concise but we are anxious to provide the right information to meet people's needs. If you have a suggestion about further information the booklet should contain, please mention it to the Headteacher or one of our administrative staff.

School Aims

Ravenbank is an inclusive school where equality is a core principle. The Local Governing Board (LGB) will work in partnership with the Head and The Beam Trust to develop and drive the strategic vision of the school and to ensure a whole school culture and environment within which everyone is empowered to work together to achieve success.

We have high expectations for all the children in our school. They will be challenged to achieve excellent progress, in an exciting, creative, enjoyable and innovative learning culture. We will make sure all our children are safe and feel confident; engaged and fulfilled by their school life.

This school is effectively led and managed to ensure that the provision for the children is the best that it can be. The LGB will encourage the school to secure the commitment of the wider community to Ravenbank, through productive partnerships with organisations in our locality, other Trust schools, services and agencies for children, the Local Authority, higher education institutions and employers.

**The Governing Body upholds the school's mission statement:
‘Working together to achieve success.’**



**The school's core values are
Friendship, Respect, Perseverance and Trust.**

We want all our children to become:

- ◆ Successful learners who enjoy learning, make progress and achieve
- ◆ Confident individuals who are able to live safe, healthy and fulfilling lives
- ◆ Responsible citizens who make a positive contribution to society

The core purpose of the governing body is as follows:

- ◆ To develop and drive the strategic vision of the school
- ◆ To hold the school to account with regard to achievement
- ◆ To ensure a whole school culture and environment which achieves success

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School Information

School History

Prior to 1944 the Lymm Parochial Schools were in three departments Infants, boys (7-14) and girls (7-14). In 1947 the latter two were amalgamated to form Lymm Church of England Controlled School. The older children were in buildings, which stood on the site of the present car park near The Cross, while the Infant Department is now the Village Hall.

In 1948 two classrooms were opened at the Annexe for the 12 – 15 year olds, and a canteen for the use of all the children.

In September, 1958, the Annexe was organised as a Junior School with the older children moving to the new Secondary School (now Lymm High School) which opened in January 1957. Additional classrooms were built at the Annexe in 1957 and in 1964.



In 1968 the Lymm C E Controlled Infant and Junior Schools were replaced by the new Ravenbank Primary School but the Annexe facilities were still required.

During the Summer of 1979 the Annexe buildings were replaced by mobile classrooms sited at the main school. The Annexe closed and for the first time all the children attending Ravenbank School were educated on the same site.

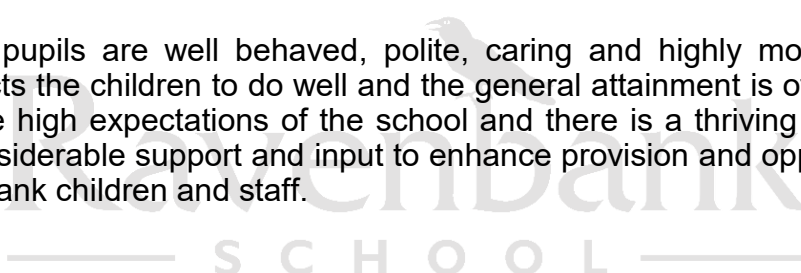
During 2005 /2006 three classrooms were extended by adding conservatories due to our 1½ (45 pupils per year) form entry.

From September 2010, the school became 2 form (60 pupils per year) entry. To accommodate our growing school significant construction work has been carried out. Since September 2011, we have had a new Foundation Stage unit, new small hall and additional car parking spaces. From October 2011 we have had a new KS2 classroom (at the top of the main path) and during the summer of 2012 the ICT suite was converted into a classroom and ICT is now taught via wireless provision.

On 1st May 2021, Ravenbank Primary School became one of the four founding schools in the The Beam Trust alongside Oughtrington Primary School, Statham Primary School and Thelwall Infant School.

The Beam Trust is a Trust that is focussed on teaching and learning with the aim of making four successful schools stronger together. We look forward to updating you on joint projects as the Trust becomes established and goes from strength to strength.

Overall, our pupils are well behaved, polite, caring and highly motivated. The school expects the children to do well and the general attainment is of a high level. Parents have high expectations of the school and there is a thriving P.T.A. which provides considerable support and input to enhance provision and opportunities for both Ravenbank children and staff.



In addition to the Headteacher there will be thirteen full-time teachers, four part-time teachers, ten full-time and six part-time teaching assistants, two full-time Office Managers and a maintenance officer.

Lymm

Lymm is situated in a pleasant part of Cheshire within easy reach of several motorways. Manchester, Liverpool and Chester are within easy travelling distance and Snowdonia and the Lake District are only an hours journey away.

In the centre of the village is the iconic Lymm Cross this is the only Grade 1 listed structure in Warrington. The Cross stands proudly on ancient steps carved out of the natural red stone, The modern Cross is a Queen Victoria memorial, which commemorates her Diamond Jubilee in 1897. The “original Cross” can be dated back to the 17th century.



This would have been the place for public meetings and also where the stocks were placed as a means of primitive summary justice. Four stone pillars support this distinctive landmark. The other distinctive landmark is Lymm Dam was built in 1824 this is a tree lined lake, an area of outstanding natural beauty, and a nature reserve. This is a focus for visitors from near and far and is a great favourite for anglers.

Lymm has a long history of utilising the water power opportunity from the dam for both cotton milling and other cottage industries. The rich, quality red sandstone led to much quarrying and is, to this day, a significant feature of our village.

Our school was re-named in 1968 with links to the adjacent ‘Ravenbank Farmstead’.




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Management

Local Governing Board

Mrs L Glover (Chair)	Co-opted Governor
Mr M Ransby (Vice Chair)	Co-opted Governor
Mrs J Halloran	Co-opted Governor
Mrs S Thundercliffe	Parent Governor
Mrs C Bloxsom	Co-opted Governor
Mrs F Hurrell	Staff Governor
Mrs G Poole	Co-opted Governor
Mrs L Sadeghi	Co-opted Governor
Mrs L Sweeney	Headteacher

Core Purpose of Local Governing Board

The LGB will work in partnership with the Head and Trust to develop and drive the strategic vision of the school and to ensure a whole school culture and environment within which everyone is included and empowered to work together to achieve success.

The LGB and Trust will hold the school to account with regard to achievement, challenging it to promote excellent educational progress, high expectations and enjoyment for all, in an exciting, creative and innovative learning culture where children are safe and feel confident, engaged and fulfilled. We will oversee the effective leadership and management of the school to ensure that the provision for the children is the best that it can be.

The LGB meets at least termly and considers in detail the main aspects of the school's work.

Management

Whilst the LGB and Trust control the activities of the school and have a responsibility for the school building, the day to day management of the Ravenbank site is in the hands of the Headteacher and the Chair of Governors and any queries should be addressed to either of these people.

The school is led and managed on behalf of the LGB by the Headteacher and matters concerning the school and children's education should in the first instance be discussed with the Headteacher. If parents feel that they want further discussion on any issue, they may contact the Chair of Governors who will be pleased to offer advice and consult other sources of information if necessary. In the event that parents/carers feel their problem has not been fully resolved, they may refer to the Complaints Policy for further advice. A copy of the complaints procedure is available in school on request or on the school website.



Staffing (Correct as of November 2023)

Teaching Staff

Class and subject area

Mrs L Sweeney	Headteacher
Mrs J Baxter	Deputy Headteacher, Y6 Teacher, Music, Behaviour, Assessment
Miss G Poole	Deputy Headteacher, Y1 Teacher, Outdoor Learning, English, Curriculum Overview
Mrs P Spencer	Upper School Key Stage Leader, Y6 Teacher, PE
Miss I Green	Lower School Key Stage Leader, Y3 Teacher, Science
Miss C Bebbington	EYFS - English
Mrs S Cooper/ Miss K Bowis	EYFS - Mrs Cooper - RE and Opal Play, Miss Bowis - Geography
Mrs P Murray	Yr 1 - Design and Technology
Miss G Spiers	Yr 2 - Art
Miss A White	Yr 2 - Computing
Miss M Nicholson	Yr 3 - RE
Mrs D Gresty/ Miss L Jacques	Yr 4 - Mrs Gresty - Science, Miss Jacques - PSHE and school council
Ms D Fenney	Yr 4 - Performing Arts & Maths
Mrs J Evans	Yr 5 - History & English
Miss N Whitaker	Yr 5 - MFL, Maths
Mrs R Hill	SENCO

Support Staff

Higher Level Teaching Assistants:	Mrs C Stanley, Mrs L Sadeghi
Teaching Assistants:	Mrs A Shaw, Mrs J Garner, Mrs F Hurrell, Mrs L Johnson, Mrs E Jeffries, Miss B Corrin, Mrs J Clegg, Mrs C Ocego, Mrs D Hesketh, Miss T Wardle, Mrs C Williams, Mrs L Wright
Specialist Teaching Assistants:	Mrs T Foster - S&L, Mr S Williams - Play and PE TA, Mrs E Leach and Mrs H Able - Better Reading Partners
Office Manager:	Mrs C Welsby
Clerical Assistant:	Mrs R Gallagher
Mtce Officer:	Mr T Dennis
Cook:	Mrs L Foster
Kitchen Assistants:	Mrs J Rose, Mrs J Reilly, Mrs R Johnson, Mrs S Horrocks, Mrs L Cook
Midday Assistants:	Mrs S Jackson, Ms R Lawton, Mrs H Able, Mrs E Leach, Ms S Smith, Mrs S Taylor, Mrs A Woolfall, Ms J Thomason, Mrs L McWilliam, Mrs L Hatton, Ms T Choi, Ms K Ho, Ms J Johnston

School Organisation

The school is organised into two departments. The Infant Department is for Key Stage One children from 4+ to 7 (Reception, Year One and Year Two) while the Junior Department is for KS2 children from 8 to 11 years (Years Three, Four, Five and Six). All classes are mixed ability classes and the children's work is planned by the whole staff and by smaller groups of teachers working together. This joint planning ensures that parallel classes experience a similar curriculum. A variety of teaching approaches is used - whole class, group and individual, whichever is most appropriate and effective to deliver the subject matter.

Most Friday mornings we hold our Award Assembly when children receive thanks, congratulations and a sticker for special achievement, e.g. behaviour, community spirit, academic or sporting activities. This is an important feature of our weekly cycle and is greatly enjoyed by children and adults alike.



Representatives of the various Churches in Lymm sometimes visit to lead assemblies. The daily act of worship is led by the Headteacher or other members of staff on a rota basis. Approximately once a month, Assemblies are led by a particular class, and parent/carers are invited to these.

Special Services are held at Christmas, and of course, a special Leavers Assembly for Year 6 in July.

You will receive a school newsletter every fortnight on a Thursday. This will be emailed home and can also be read on the school website.

All letters from school are emailed home to reduce the use of paper however, please continue to check books bags on a daily basis for the following items:

- letters from school health team or other external companies
- party invites
- PTA information

Admissions

Children are admitted to school in the year in which they become five and start full time education in the September. Warrington Borough Council, who make all the arrangements for admission into Reception classes, make available their on-line application facility in September of the year before your child is due to start Primary School. You can log on to www.warrington.gov.uk/admissions to apply on-line and read the Education Booklet. We also update our school website with this information.



We hold two open afternoons for prospective parents in October.

Parents of pre-school children are invited to look at the uniform and meet the reception team during the summer term prior to entry into school.

The new children have opportunities to meet with the Foundation Stage Teachers during the Summer Term preceding entry into the Reception class:

- Our teachers visit the children at the main feeder pre-school settings
- Touchline, our uniform provider will be on site so the children can see the uniform they are expected to wear and meet the reception team
- We offer home visits for parents who feel there are confidential issues to be discussed.
- Children are then admitted full time in small groups within the first week of term.

In-Year Admissions

Children who are moving from Warrington Borough Council Schools outside the Warrington area must complete an In-Year admission form. Please see the school office, or contact our Admissions Department on 01925 446226. If you are moving from other parts of the country and would like a place at Ravenbank, you must apply via your own local authority.

Transition

We involve our older children in visits to Lymm High School to prepare them for the next phase in their education. The children also experience a day visit where they meet their new teachers which usually takes place during the Summer Term. Teachers from the High School also visit us to work alongside the children and discuss their present and future work. We hope that these activities help to make the transition from primary to secondary school smooth and worry free. There are also in-house Ravenbank transition meetings in July and 'moving up' lessons (check calendar of events).



The Curriculum



We started to deliver our new curriculum in September 2014.

The National Curriculum for primary schools currently contains twelve subjects, three of which are called core subjects, Mathematics, English and Science. The other foundation subjects are History, Geography, Art and Design, Computing, Design and Technology, Modern Foreign Languages, Music, PE and RE. Personal, Social, Health and Citizenship Education (PSHCE) are also incorporated into other subjects.

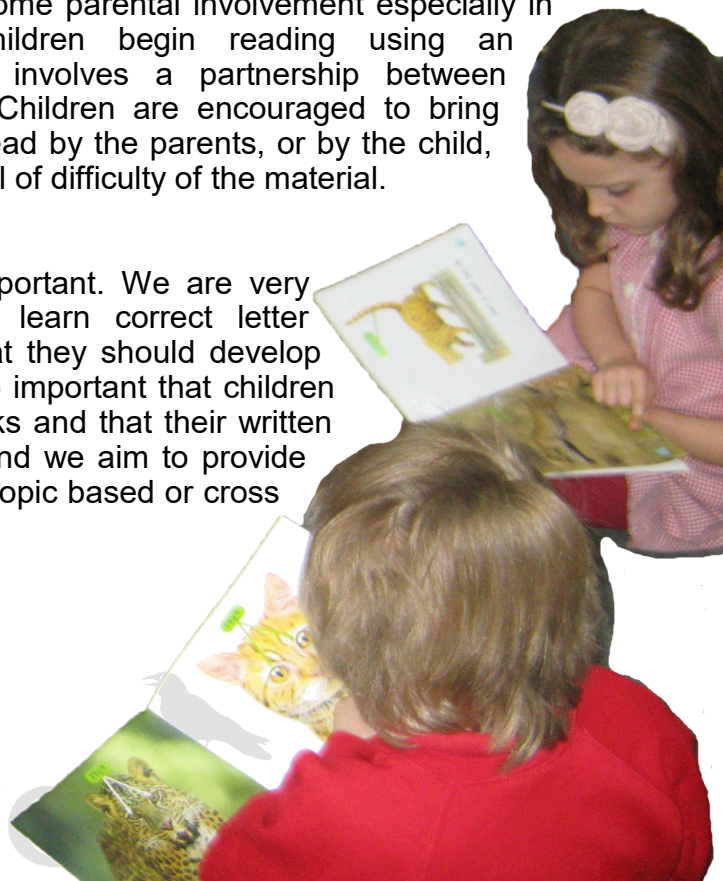
Although the subjects are defined separately this does not mean that the children are always timetabled into separate lessons. We will continue to approach some of the work with a topic based or cross-curricular approach. We recognise this as the most sensible way of meeting the National Curriculum requirements, providing creative, enjoyable and holistic experiences and development for both teacher and learner. The curriculum plan for each year group is available to view on the school's website.

English

English is recognised as the central part of the curriculum since all other areas require communication and recording. Listening, speaking, reading and writing all have to be developed throughout the primary school, although listening and speaking will be especially important in the early years.

The contribution of parents to language development is crucial at all stages of a child's development and we welcome parental involvement especially in our approach to reading. Children begin reading using an apprenticeship approach which involves a partnership between children, parents and teachers. Children are encouraged to bring books home and these may be read by the parents, or by the child, or together, depending on the level of difficulty of the material.

Writing and spelling are also important. We are very concerned that children should learn correct letter formation and pencil grip and that they should develop an attractive flowing hand. It is so important that children experience a range of writing tasks and that their written work is purposeful and exciting and we aim to provide this experience largely through a topic based or cross-curricular approach.



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Mathematics

Mathematics is a very important part of the children's work. Right from the start children are encouraged to think, understand and to apply their knowledge (in accordance with the National Curriculum Aims for Maths of **Fluency, Reasoning and Problem Solving**). Practical opportunities are essential at all stages and increasingly children are involved in problem solving and investigations which serve to give mathematics a real life context. The Calculation Guidance, which is available on the school website, clearly shows the age related expectations as set out in the National Curriculum.



Science

Since the early 1970's science has been given a greater emphasis in primary schools. The National Curriculum has added to this emphasis and we recognise the importance that the children acquire the skills of science as they investigate and record a range of topics. In the early years children will be involved in observational tasks leading to classifying and recording but they will be encouraged to raise questions, to conduct their own investigations and tests and to format their own ideas and hypotheses as their experience develops.

The Other Foundation Subjects

When topic work is planned we will ensure that the children receive a balanced curriculum which includes history, geography, computing, music, Art and Design and PE. In addition to the National Curriculum documents for these curriculum areas we are able to draw on a variety of resources to help us in our planning.

Religious Education

Religious Education follows the local agreed syllabus (SACRE) and Warrington LA guidance. Festivals, Bible stories, assemblies and work in the classroom will be combined to give children an experience from which they can grow spiritually in the near future. Parents play a crucial part in the approach since they have a great influence on their children's attitudes. We hope that the school will continue to have a caring ethos which pervades all aspects of school life. Through multi-cultural teaching we hope to foster in the children an understanding of, and empathy for, the beliefs of others.

We do not have any affiliations with any particular religion—The Lymm Churches Together work on a rota system with all the schools in Lymm taking assemblies. Any parents may withdraw their child from religious education and collective worship.

Parents wishing to withdraw their children from Religious Education or Collective Worship may make special arrangements with the Headteacher should they wish to exercise their right under section 9 (3) of the Education Reform Act.

Personal & Social Health Education

Health and Relationships Education

We have developed our approach to health and relationships education in conjunction with the National Curriculum, Warrington Borough Council, staff, governors and parents.



Research evaluations have found that good quality relationships education can lead to positive health and behavioural outcomes. Relationships education that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

Most of a pupil's informal health and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with home. Parents are encouraged to liaise with staff to air any concerns that they may have so the children can move forward in a caring and supportive environment.

Special Educational Needs

Ravenbank Primary School is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all children, including those identified as having special educational or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support and specialist expertise can be put in place to help overcome the difficulties that a child may have.

Graduated response (Stage 1 – Stage 3)

STAGE 1 - Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

Identification and Assessment at Stage 1

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching. We use a range of sources of information to draw on and establish a clear analysis of pupil's needs. These include:

- the analysis of data including entry profiles, Foundation Stage Profile scores, Baseline Assessments, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

Concerns are shared and discussed with the Special Education Need & Disabilities Coordinator (SENDCO), teacher, parents and child to consider, for example possible placement of the pupil on the SEND register, further adaptations to core teaching, or further assessment and observations.

Stage 2 Additional SEN Support- Targeted special educational provision.

Once the specific area of need and gaps in learning, and development have been identified, additional or different provision targeted at these key areas can be planned. This planning process takes place in consultation with the teacher, teaching assistant, parents and the pupil. The child in consultation with parents will be placed on the SEND register and a Pupil Profile will be developed.

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum on offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.

- It may be decided that a very small number (but not all) of the pupils on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Pupil Profiles

Pupils at Stage 2 will have a Pupil Profile drawn up in consultation with teachers, teaching assistants, parents and the child.

The Pupil Profile allows for an opportunity for a positive dialogue with students, parents/carers and other professionals, culminating in a single document to support learning, teaching and access across the curriculum.

Our Pupil Profiles are:

- a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
- tools which record provision that is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children.
- accessible to all those involved in their implementation – pupils will have an understanding and “ownership of the targets”.
- based on informed assessment and will include the input of outside agencies,
- manageable and easily monitored and therefore will be monitored and evaluated regularly.

Stage 3 Education Health and Care Plan

As stated above, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. School will work with parents and children to agree applying for an EHC Plan assessment.

Safeguarding



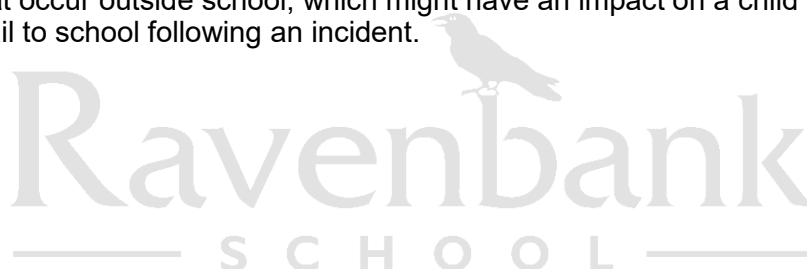
‘Keeping Children Safe in Education’ provides a statutory guidance relating to the responsibilities for schools to safeguard and promote the welfare of children. This is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Ravenbank School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. The school’s safeguarding policy is available on the school website.

If you have any concerns that a child has been harmed, is at risk of harm or if you receive a disclosure, please contact the school office as soon as possible and ask to speak to a member of staff.

The school has three Designated Safeguarding Leads, Mrs Sweeney, Mrs Baxter and Mrs Poole.

“Our school is part of a project, which is run between Warrington schools and Cheshire Police. The project called Operation Encompass, has been designed to provide early reporting of any domestic violence incidents that occur outside school, which might have an impact on a child in school. This is done through an email to school following an incident.





The project ensures that at least one member of the school staff, known as the Key Adult, is trained to liaise with the police and to use the information that has been shared, in confidence.

In this way, we aim to support each child who has been involved in, or witnessed, a domestic abuse incident. The Key Adult at Ravenbank is Mrs Lesley Sweeney,

Headteacher. If she receives an Encompass call she will make sure that a person the child trusts is available to help - if the child needs this. Most of the time this support is silent; keeping a careful eye on him or her and make sure the child has a calm school day. The confidential information is ordinarily not shared with all staff, just an agreement on how to help, if needed.

All schools have a duty to share any information with other organisations if they feel a child is at risk of being hurt. The Key Adult may contact other organisations. This is described in our child protection policy.

The sharing of information from the Police allows the school to be ready to help your child straight away, and it means that parents are aware that the Key Adult knows that something has happened. Parents can come and talk to our Key Adult. The Key Adult can point you towards other people that can help. Our aim is to support children and their families."

Early Help

The purpose of Early Help is to prevent any issues from getting worse by offering support at the right time. Any professional working with your family, such as those based in schools, health services, and in voluntary sector organisations, can offer Early Help services as soon as they can see that advice, support and/or intervention may be needed.

Early Help works best when it is offered to the whole family and when services are delivered jointly by professionals. Early Help is everyone's business.

The types of Early Help offered by school in addition to a full Early Help assessment include;

Nurture provision, extra playground supervision, mentoring with a specific adult, referral to internal services e.g. dyslexia screening, referral to external services e.g. Parenting support, St Joseph's Centre, extra-curricular activities, themed PSHCE lessons, referral to School Health Advisor, Individual Behaviour Plan, social stories, additional meetings with parents, written research/support manuals, specific assemblies, advice from safeguarding team

Further information can be found at www.mylifewarrington.co.uk

Smoke and Vaping Free School

Ravenbank School is a smoke and vaping free school. This means that it is completely smoke free in the school premises and in the school grounds. This policy applies to the school buildings, playgrounds and outside environment up to the school boundary gates. It also applies on any journeys to and from school where children are being transported by staff and parents for extra-curricular events, e.g. sporting events, school trips and residential visits. This policy applies to all staff, parents/carers, pupils, Governors, visitors to school, contractors and anyone using the school premises to provide a service.



Assessment & Recording

Assessment and Learning

Assessment enables us to identify strengths and weakness as early as possible, and cater for children's individual needs, by providing them with appropriate teaching and support as they continue to grow educationally.

We adopt a policy of both formal and informal assessment. Teacher's own assessments allow them to evaluate and monitor progress, that is not always easily testable. Teachers plan in response to the children's needs and offer opportunities to experience success, and therefore progression continues throughout the school.

Formal assessment takes a variety of forms, as follows, illustrating more measurable goals that have been achieved.

R	Foundation Stage Profile
Yr1	Phonics Screening check
Yr4	Multiplication Tables Check
Yr1—Yr5	Tests resulting in scaled scores in reading, maths and SPAG (spelling, punctuation and grammar). Teacher assessment of writing
Y6	End of Key Stage 2 Statutory Assessment Tasks

These forms of assessment work alongside each other, all culminating in a detailed profile of a child's educational achievements and development, which continue to provide teachers with vital information and which allows teachers to teach and pupils to learn.

September 2015 saw the removal of National Curriculum levels. Each maintained primary school has been given the remit to develop its own assessment and tracking system.



Reporting

Parent/Teacher Learning Reviews

Our open door policy allows parents to call at school at any time to pass messages to their children or to their child's teacher. We also provide more formal opportunities for parents and teachers to meet.

There will be one, parent-teacher meeting per term which are held virtually (see below). If parents want to speak to staff outside this time it is protocol to send the teacher a note and they will send back a mutually convenient time to meet with you, usually close to after school time.



Autumn Term: Late September/October/November - discussions with all parents to discuss how their child has settled into the new school year - *duration 10 minutes*

Spring Term: January - individual discussions for parents of children in all Years - *duration 10 minutes*

March - Pre- SATs Review with parent/carers of Year 6

Summer Term: July - More open discussions to discuss annual reports, Assessment Results and progress with targets. Please note this is only for Reception to Year 5 as Year 6 have theirs early due to SATs - *duration 5 minutes*

In addition we meet on a termly basis at a mutually convenient time, with parents of children who have Pupil Profiles.

The earlier interview allows parents to talk to their child's teacher and especially to pass on to the teacher important information about the child. The opportunity to meet at the end of the year allows teachers to summarise the child's progress and achievements during the year. Parents receive a written report at this time, which can form a basis for discussion.

You have two options when booking your Learning Reviews

- Face to face appointment
- Virtual appointment

Each of the above appointments will be on a set day. Please note we cannot mix and match virtual and face to face appointments on the same day.

Pupil Records

Records of children's progress are kept in school and these by law must be transferred when children move to another school. In consultation with the Headteacher, parents are entitled to see official school records on the understanding that reasonable notice is given.

Extra Curricular Activities

Residential and Educational Visits

In Year 5 the children can attend a three day course at an Adventure Centre.

Other Visits include: Tatton Park, Dunham Massey, Llandudno, Lymm Dam, Catalyst Museum, Styal Mill and many more.



Before and After School Clubs

School Clubs



FUN happy **exercise** **social**
Healthy **ENJOY** **games**
ENERGY **laughter** **dance**

A variety of clubs are available for the children, these include: music tuition, netball, choir, tennis, football and chess. Please view our website at www.ravenbankschool.co.uk for the up to date list or call into the school office. The current list is added as an appendix.

Other School Activities

We also have many visitors to the school to enhance our learning e.g. Cricket, Rugby, Football, Coverdale Puppets, Kiddy-Cook and Manchester Actors.

Birthday Celebrations

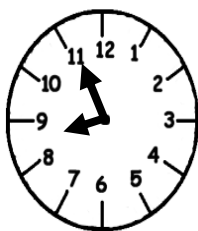
Ravenbank children and staff have an extra treat of their very own non-uniform day on their birthdays. This means that birthday children will be easily recognisable around school and everyone can wish them happy birthday during the day. If your child's birthday falls at the weekend, during holidays or clashes with another non-uniform day then they can nominate a day of their choice to wear their own clothes.

Please do not send in any sweets or chocolate to hand out to your child's classmates. If you want to send in a class treat, we ask that you send in a small outdoor toy e.g. pack of tennis balls or a Frisbee. These are actually cheaper than 30 packs of sweets and are freely available in supermarkets and discount stores. The toys will then be used at playtimes and lunchtimes and are a much healthier option.



Ravenbank
SCHOOL

Attendance and Punctuality



School Hours:

Foundation Stage 8.40 am - 11.45 noon
12.45 pm - 3.10 pm

KS1 8.40 am - 12.00 noon
1.10 pm - 3.10 pm

KS2 8.40 am - 12.20 noon
1.10 pm - 3.15 pm

Classroom doors open at 8.40am for registration which ends at 8:55am. Parents and children are requested to maintain our high standards of attendance and punctuality.

Parents of KS1 are most welcome to leave and collect their children at the classroom doors, at the beginning and end of the school day. Please inform the classteacher, if another adult is going to collect them and contact school if you are going to be late to pick them up.

Children who arrive at school late should report to the office. This will ensure that lunch will be provided and that their presence is recorded in the register. This is vital in the case of fire or a fire practice.

Notification of Absence

If your child is absent, please telephone the office on the day as early as possible, please confirm the absence in writing upon your child's return to school. It is essential for us to have accurate information about absences since we have to make returns to the Local Authority. Absences are well below the national and local average at 4.57% for 2021/2022 (National Average: 6.18%, Local Average: 5.74%).

Holidays in Term Time

The teaching of the School's Curriculum and the need to prepare pupils for national tests means there are no longer times of the school year when pupils can be absent without missing essential learning opportunities.

All Warrington Headteachers have agreed that unless **exceptional circumstances** can be proved, any absence for a family holiday will be treated as an unauthorised absence.

Please consider the impact on your child's learning before booking a holiday in term time.

Homework

We do set regular homework, from sharing books in the early stages to more specific tasks eg spelling, tables, book reviews, etc as children get older. Tasks should be recorded in a homework diary or on Google classroom each week, and the amount will increase gradually according to age. Thus we feel we prepare the children, in some degree for the move to their next school. Please refer to the Homework Policy on the website for more detailed information.

There are many informal learning activities which parents and children can share such as jigsaws, cookery, gardening, singing, walking, visiting places of interest, repairing things, shopping, sewing, knitting, model making, swimming, jogging and talking... the list could be endless. Please just be involved with your children as often as your other commitments will allow.



School Books

At Ravenbank we encourage the children to be avid readers. As part of this strategy we run annual bookfairs and leaflets are sent out to parents to purchase books and we receive good quality books in commission. We also promote an annual reading challenge to all age groups.

Lost Property

Please label all your child's clothes and possessions so that they may be returned quickly when they are mislaid. The children are responsible for taking care of their own items of uniform. We will collect anything left lying about in school and store it for a length of time. We have a lost property basket located in the school reception foyer. Any items of clothing not named will be put on our 'pre-loved' uniform rail. Our uniform suppliers, Touchline, now provide our uniform named with your child's name.

School Fund

Like most schools, we rely on fund raising to provide extra materials and equipment for which we have no official funds. We also use this money for subsidising occasional concerts, visits and festivals. We hope you will understand that these things are for the children's benefit and feel able to support fund raising activities from time to time.

We also support many charities during the school year, with sponsored events, collections etc as part of our citizenship programme. The children are exceptionally keen to lead and manage their own charity fund raising and have to be 'rationed' by the Head.

In 2023 our nominated school charity is IcFEM Dreamland Mission, Kenya we also made donations to Opening Doors - the Warrington homeless charity, Children in Need, Comic Relief and St Rocco's to name just a few.

School Meals



Children have a choice of a school meal, school packed lunch or bring a packed lunch from home.

School meals and school packed lunches are prepared on the premises and are of a very good standard. The 'Multi Choice Menus System' is in operation which allows your child to choose one of three different main dishes each day. The catering staff do provide special themed meals

e.g. Christmas, Easter etc. They also represent very good value for money. From September 2014 every child in Reception, Year 1 and Year 2 has been entitled to a free school meal.

For other year groups Ravenbank works a system of pay on the day for school meals and snacks. We are now a cashless school so all payments for school meals or snacks have to be made via ParentPay. All new starters will receive information on how to apply if they do not already have an account. More information is available to view on our school website. Currently school meals cost £2.60, toast 25p and juice 35p each.

Most children have a healthy snack for first break. The school provide fruit to children in Reception and KS1 free of charge at second break in the afternoon. Absolutely **no nut** products are allowed for snacks or lunches due to allergies of some children.

Some children suffer from food allergies or have special dietary requirements. If your child has an allergy or requires a special diet please see our cook, who will provide an alternative meal. Please also confirm this in writing to the school office.



Details of free school meals are available from the School Office or the Education Department Helpline tel: 01925 443322.

If your child brings a packed lunch, please ensure that it is securely packed in a box or bag. Drinks should be brought in plastic bottles. A water bottle, for use in the classroom, can be brought in daily and will be kept separately to lunch bags. Glass bottles or flasks containing glass should not be brought. Ravenbank operates a Healthy Schools policy.

Children who stay at school for either a school meal or packed lunch are not allowed to leave the premises and they will be supervised for the whole period. In extreme, very rare cases, children who persistently misbehave at lunch times may be excluded temporarily after consultation with parents.

Parent Teacher Association (PTA)

We have an active and flourishing school association which organises a variety of activities for adults and children. The PTA purchase for us items which are sometimes necessities, sometimes helpful additional resources.

All parents and staff are automatically members of the PTA and all are entitled to attend committee meetings and any open meetings which may be held.

All parents receive PTA newsletters. Please get involved in the School Association if you can by contacting members of the committee. Your support will be appreciated and your children will benefit.

Contacts: 2023 - 2024

Co-chairs
Mrs R Morris
Mrs R Baldry

Gift Aid

We understand many of you have busy lives and that you are unable to attend events but you would like to make a financial contribution you can do this via our gift aid scheme - details are available on the PTA page of the school website or speak to a committee member for more details.

Pastoral Care & Discipline

Illness and Medicines



If your child becomes ill at home, we suggest that he or she should be kept at home until recovery is complete. At least 48 hours following vomiting. There is no point coming to school only to feel miserable. If the doctor says that your child may return to school but must continue taking medicine we may administer this for you if it has to be **taken 4 times a day** but we prefer you to come into school yourself to administer the medication. We will only administer medicine in school if the medicine is prescribed by a doctor, brought to school by the child's parent/carer and handed to the Headteacher or school office with clear written instructions. This then constitutes formal permission for us to administer the medication. This needs to be brought each morning and taken home at night. If your child has a long term condition such as asthma or epilepsy it is especially important that a medical form (obtainable from the office) is completed so that we have clear, written information and that you tell us about any special provision which should be made.

Children are not to bring medicines into school in their bag as this is a risk to other children.

Uniform

We believe school uniform helps to give pupils a sense of belonging to the school and we expect and encourage our children to wear the school colours. Uniform eliminates needless comparisons caused by differences in family income, and indicates discipline and high standards. Parents will be informed if there is any change in school uniform items. There is a detailed listing of our uniform expectations as an appendix to this prospectus but basically it is:

- Grey trousers, skirt or shorts
- White/red polo shirt
- Red sweatshirt, cardigan or red slipover
- Red and white check summer dress (optional)

The uniform, complete with our school logo, is available from Touchline Ltd 01925 413777 - order forms are available from the school office and are on our web site. They also supply a red book bag for use in KS1 and a red carry bag for use in KS2. PE kits are available from Touchline red shorts with white and red top.

All children should have a change of indoor PE pumps, especially in the Autumn and Spring terms. All children need to bring their PE kit to school at the start of a half term and take it home during the holidays. Black tracksuits and a hoodie can be worn in cold weather. Children also need a pair of wellies to access the full school grounds at playtimes.

Pencil cases are only necessary from Year 3 upwards and then at your discretion. Jewellery should not be worn at school since it is potentially dangerous and we cannot guarantee safe keeping. Earrings are especially dangerous for PE and other practical activities such as drama and movement. If children wear earrings they must be able to remove them without assistance. In any event, only studs should be worn in school and they must be removed or covered during PE lessons. Nail varnish should **not** be worn on school days.

The school does **not** permit children to have extreme haircuts that could serve as a distraction to other children or to dye their hair in an extreme way other than on charity days. Extreme haircuts include Mohicans and patterns shaved into hair. If a child arrives with an extreme hair style then a phone call will be made to remind them of our school policy and asking them to return their child's hair to normal as soon as possible. Items worn in the hair should be limited to simple head bands, slides or 'bobbles'. Long hair must be tied back.

We also have a permanent 'pre-loved' uniform rail located in the school reception foyer. You can pick up used, good condition uniform for a small donation to our PTA.



Behaviour

Positive behaviour can be recognised by the award of stickers, badges, certificates and reward sessions - but basically by praise and thanks from our staff to your child.

We encourage self discipline and self esteem by giving our year 6 children responsibility and the opportunity to set an example.

Parents are informed if children are not behaving or working to 'standard' and we work together to resolve problems. In exceptional occasions pupils may be excluded from certain activities if they diminish our trust in them.

Violence against children or adults, which in effect puts pupils at risk, persistent rudeness and verbal abuse will not be tolerated. In extreme circumstances the Headteacher and governors are empowered to suspend a child and there is an appeals procedure which parents/guardians can follow in this case. Obviously such action would be discussed with parents, prior to such a decision being taken.

Allegations of bullying, racist attitudes, discrimination, sexual harassment or homophobia are always taken seriously, and investigated immediately. Parents are consulted and appropriate action taken.

Interest and happiness is the best disciplinarian and we ensure that children are challenged and enthused by their work. Thus children can enjoy a sense of achievement which overcomes negative attitudes and behaviour and we seek the co-operation of parents in fostering the right attitudes towards school.

A copy of our Behaviour Policy along with other school policies can be found on our webpage - www.ravenbankschool.co.uk



HOME/SCHOOL AGREEMENT

‘Working Together to Achieve Success’

School	Parents/Carers	Children
Provide a high standard of education through a broad, balanced and challenging curriculum for all, including social, moral, spiritual and cultural development. Develop your child for success in the 21 st century.	Encourage my child to do his/her best at all times and aim for high standards to achieve their potential.	I will always persevere and do my best in everything to do with school life.
Teach your child to develop a positive attitude to one another and the wider world regardless of gender, race, culture, belief, values, age and need.	Support the school by encouraging my child to develop a positive attitude towards our diverse society.	I will respect other people's differences.
Be open, welcoming and offer opportunities for you to actively support the education of your child by keeping you informed.	Make the school aware of any changes that might affect my son/daughter's wellbeing, work or behaviour as well as supporting the school's policies and guidelines.	I will accept responsibility for the things that I do.
Regularly meet with you to communicate the progress of your child, celebrating your child's academic and personal achievements. Explain how home and school can work together to support children in their areas for development.	Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.	I will be friendly, respectful, polite and helpful to the children and adults at Ravenbank including other people that I meet during school activities.
Be a listening school that cares for your child's safety and well-being. Promote the welfare of your child and protect them from harm.	Endeavour to provide a safe, secure and happy environment at home for my child. Pass on concerns to the school office or other appropriate service if I know that a child has been harmed or is at risk of harm.	I will ask for help if I need it. I will tell an adult if I am worried, unhappy or if someone tries to bully me.
Set regular homework to extend and support your child's learning.	Give due importance to homework and actively support all areas of my child's development.	I will complete my homework to the best of my ability and hand it in on time.
Provide information to you about our school including holiday dates, relevant policies, meetings, workshops and activities via the school website, texts and the newsletter.	I will ensure that my child arrives on time for school and is collected at the correct time. I will inform the school of any absences and understand that unnecessary absences have a negative impact on my child's education. I will read all information sent home, especially the weekly newsletter. I will make sure that my child is wearing named school uniform and that they have the correct equipment.	I will play a part in making sure that I have good punctuality and attendance. I will wear the correct school uniform, PE kit and bring any equipment that I need everyday. I will look after and respect the school environment and other people's property.

Year 6 experiences at Ravenbank

I like this school because the staff care for the children especially ones with special needs; they are always trying to make you better by pushing you beyond your limit. When there is an argument, teachers listen to both sides of the story to find a fair solution. Children in Ravenbank are especially kind and caring towards others and always make sure no-one is ever left out or upset.

I love how everybody is so friendly and how we all work together to achieve success in the classroom and on the playground.

I love how enthusiastic the staff are. They help you with anything and check up when you are sad or angry.

I like this school because you get to do fun activities (especially after SATs) and I love going on school trips with my friends because we always have a laugh together and it's so much fun. The teachers here are really nice and always help everyone out.

I love how at Ravenbank nobody is ever left out and everyone is always included. Nobody is ever lonely.

I love this school, it is wonderful for many reasons. I really don't want to go. The teachers and staff are really kind. Everyone gets the help they need.

Ravenbank is amazing because there is lots of space to play. All of Ravenbank's teachers and teaching assistants are all so kind, they take care of you when you're hurt and they teach you very well. When I first joined Ravenbank I didn't know that much, but now I know everything!

I think that Ravenbank is great for preparing you for exams and high school. It's a great place.

When it is sunny outside, we get to eat outside and play with a lot more equipment so you have more time to play with your friends.

I love Ravenbank! Everyone here is kind and welcoming. I love all of the opportunities we get like sports competitions and we have a Chamber Choir too. Everybody gets to be themselves and have a lot of fun - I cannot believe I am leaving.

I've really enjoyed the amount of friends that you can make. I've made friends with someone from Slovakia and Ukraine. There is also a wide range of activities which everybody is included in.

I loved how when I was struggling the teachers came to help me. Also, I love that when you feel alone your friends make you feel better.

I love Ravenbank for many reasons such as how kind the staff are and how much they help to sort out arguments or mishaps at break and lunch time.

Appendix

- Uniform Information
- Before and After School Clubs
- Holiday Dates 2022/2023, 2023/2024





Ravenbank






SCHOOL

Please note that the school prefers the children to wear the official red and white badged PE kit, all other items are parental choice. Sample sizes are available to try in the school office.

- Grey trousers, skirt or shorts
 - White/red polo shirt
 - Red sweatshirt, cardigan or red slipover
 - Red and white check summer dress (optional)
 - Black school shoes
 - White or Grey socks
 - Red or grey tights
-
- Badged Book Bag
 - Red Gym Bag
 - PE Kit from Touchline red shorts & red & white logo T Shirt
 - Black pumps
 - Red Fleece jackets, and Waterproof coats are also available to buy.
 - Black PE Jog Pants
 - Red PE Hoodie
 - Wellies

2023/2024 SCHOOL CLUB MATRIX

Please note that this is an **indication** of what clubs the school has to offer. Emails will be sent when clubs are due to start and for which year group. Instrument lessons are as notified by the Tutor. **PLEASE NOTE WHERE YOU SEE THIS SYMBOL  BE AWARE THAT SOME OF OUR CLUBS NOW HAVE THEIR OWN ONLINE BOOKING SYSTEM OR YOU WILL NEED TO EMAIL YOUR APPLICATION DIRECT TO THEM. All clubs have limited spaces so please make a note of when the bookings go live to avoid disappointment. Clubs will be renewed at the start of each full term so that all the children have an opportunity to join.**

DAY	CLUB	DESCRIPTION AND AVAILABILITY	YR GRP & Size	CLUB RUN BY	TIMES OF CLUB
MONDAY	CROSS COUNTRY	Interest in running? This is a private club held after school. In the colder months you will require a warm games kit. There are some races, but you can just come to keep fit if you do not want to compete. Children should be collected from the outdoor classroom.	Year 3-6 30 spaces	Scott's Sports	3:15-4:00pm
	FRENCH	Interest in learning the French Language? This is a private club held after school.	All year groups 12 places	Les Copains les_copains@briinternet.com	3:10 - 4:10pm
	KARATE	Interest in Karate? This is a private club.	Year 3 - Year 6 22 places	Gen'Dai Martial Arts	8am - 8:45am
TUESDAY	ART CLUB	Interest in Art? This is a teacher led club 	Year 3 - Year 6 20 children	Miss Spiers	3:20-4:15pm
	CHESS CLUB	Interest in Chess? This is a private club held after school.	Year 3 - Year 6 12 places	Sodun Soykur	3:20-4:20pm
	GYMNASTICS	Interest in Gymnastics? This is a private club held after school. You will require a PE kit.	Year 1 - Year 6 30 places	Scott's Sports	3:15 - 4:15pm
	CRAFT CLUB	Interest in craft? This is a private club where children will make something new that follows a theme each half term which they take home. 	Year 3 - Year 6 12 places	www.toadstoolcraftscheshire.co.uk	3:15 - 4:15pm
WEDNESDAY	FOOTBALL	Interest in Soccer? This is a private club held after school and is open to all KS2. You will require warm and waterproof clothing.	Year 1 - Year 6 30 places	Scott's Sports	3:15 - 4:15pm
	KEYBOARD	Interest in learning to play the keyboard? This is a private club.	Year 3 - Year 6 12 places	Modley Music	3:15 - 4:15pm
	TENNIS CLUB	Interest in Tennis? This is a private club held before school. You will require your PE kit.	Year 1 - Year 6 12 places	Lynn Tennis Coaching lynn.tennis.coaching@gmail.com	8:00 - 8:45am
THURSDAY	CRAFT CLUB	Interest in craft? This is a private club where children will make something new that follows a theme each half term which they take home. 	Year 1 - Year 2 12 places	www.toadstoolcraftscheshire.co.uk	3:10 - 4:15pm
	DANCE CLUB	Interest in Dance? This is a private club. You will require comfortable clothes and trainers	Year 1 - Year 6 12 places	Street Dance	3:15-4:15pm
	MULTISPORTS	Interest in Sports? This is a private club held after school and is open to Reception and KS1. You will require warm and waterproof clothing.	Reception, Year 1 & Year 2 30 places	Scott's Sports	3:15 - 4:15pm
YEAR 6	INSTRUMENT LESSONS	Instrument lessons are arranged between yourselves and the tutor. Please contact them direct for further information.	Drumming - Blair Murray  : contact school office Guitar - Alex Hulme, please ask the school office Violin/Violas - Mrs Jacqui Leighton-Jones -  07973222627		

School Term and Holiday Dates 2023/24

Autumn Term 2023

Open	Tuesday	5 th September 2023
Close	Friday	27 th October 2023

Close at normal school times
Half Term Holiday

Open	Monday	6 th November 2023
Close at 2pm	Wednesday	20 th December 2023

Christmas Holidays

Spring Term 2024

Open	Thursday	4 th January 2024
Close	Friday	9 th February 2024

Close at normal school times
Half Term Holiday

Open	Monday	19 th February 2024
Close at 2pm	Thursday	28 th March 2024

Summer Term 2024

Open	Monday	15 th April 2024
Close	Friday	24 th May 2024

Bank Holiday 6th May 2024

Close at normal school times
Half Term Holiday

Open	Monday	10 th June 2024
Close at 2pm	Wednesday	24 th July 2024

Summer Holiday

INSET DAYS

Monday 4th September 2023
Thursday 21st December 2023
Wednesday 3rd January 2024
Thursday 25th July 2024
Friday 26th July 2024

School Term and Holiday Dates 2024/25

Autumn Term 2024

Open	Wednesday	4 th September 2024
Close	Friday	25 th October 2024

Close at normal school times
Half Term Holiday

Open	Monday	4 th November 2024
Close at 2pm	Thursday	19 th December 2024

Christmas Holidays

Spring Term 2025

Open	Tuesday	7 th January 2025
Close	Friday	14 th February 2025

Close at normal school times
Half Term Holiday

Open	Monday	24 th February 2025
Close at 2pm	Friday	4 th April 2025

Summer Term 2025

Open	Tuesday	22 nd April 2025
Close	Friday	23 rd May 2025

Bank Holiday 21st April 2025
5th May 2025

Close at normal school times
Half Term Holiday

Open	Monday	9 th June 2025
Close at 2pm	Friday	25 th July 2025

Summer Holiday

INSET DAYS

Tuesday 3rd September 2024
Friday 20th December 2024
Monday 6th January 2025
Monday 28th July 2025
Tuesday 29th July 2025



We hope you found our Prospectus helpful. If you have a suggestion about any further information it should contain, please contact the school office on 01925 753926. Hard copies available upon request .
Thank you


Ravenbank
— S C H O O L —