# Arnold View Primary School



## 2026 – 2027






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| **Type of School:** | Community – Primary |
| **Address:** | Gedling Road<br>Arnold<br>Nottingham<br>NG5 6NW |
| **Telephone:** | **0115 9560967** |
| **Email:** | office@arnoldview.notts.sch.uk |
| **Web Site:** | www.arnoldview.notts.sch.uk |
| **Head Teacher:** | Mrs Caroline Otterburn |
| **Deputy Head Teacher:** | Mr Carl Jarvis |
| **Business Manager:** | SBM |
| **Chair of Governors**: | Mr Paul Key |
| | *Letters should be addressed via the school* |

## WELCOME

On behalf of the entire school team, staff, children and governors, I would like to take this opportunity to welcome you to Arnold View Primary School and Foundation Unit. This brochure aims to give you a flavour of the school and attempts to provide you with as much initial information as possible.

Arnold View Primary School was built in 2005 and was purpose built to provide the best possible opportunities for all of the children at our school. The school is equipped to meet all of the requirements of the Primary National Curriculum and incorporates the latest technology to support learning.

At Arnold View we want all of our children to feel happy, safe and secure in school; we believe that once this is achieved then effective learning can take place. Our dedicated and hardworking team aim to create an environment that supports the development needs of every child in school. We aim to provide a stimulating, creative and relevant curriculum that inspires all children to reach their potential and achieve the highest possible standards in all aspects of school life.

We believe that strong home/school links and working in partnership is vital in ensuring that your child achieves their best. We welcome your support and any constructive feedback. We hope that you will want to be involved and want to share in your child's education whilst at Arnold View. Staff are available to talk with you about any aspects of your child's development and encourage an open communication between home and school.

Visits to the school are warmly encouraged, via appointment with the school office, so that you get the opportunity to see beyond the fabric of the building, Ofsted reports and published data, these visits will help you see what makes Arnold View such a great choice for your child!

We look forward to having you and your family as members of our school community and hope that you will be with us for many happy and successful years.

**Caroline Otterburn Head Teacher)**

## OUR MISSION STATEMENT

*Aspire, Believe, Achieve, Ready, Respect, Safe*

### Arnold View Primary School Mission

The mission of our school is for everyone to achieve excellence in everything they do. Our core values are **Aspire, Believe, Achieve**, which demonstrate our ambition for everyone in our community to **aspire** for great achievements, to **believe** they can do anything and **achieve** excellence in all areas of their life.

### School Aims

- For all members of our community to have high aspirations in every area of life, demanding excellence from themselves and others
- For everyone to be aspirational learners and to see purpose in their learning
- For everyone to be creative thinkers, who question, create and problem solve
- For everyone to love to read in every area of their lives

## VALUES AND CHARACTERISTICS

Our values are Ready, Respect, Safe, Aspire, Believe, Achieve which underpin everything we do, including our curriculum. The children learn about personal characteristics which help them to live out our values. We have a Value Tree which shows how the characteristics and values link together. The children learn about our values and characteristics in lessons and assemblies.

## HOME-SCHOOL AGREEMENT

At Arnold View we wish to create a happy and caring school where pupils can feel safe and secure, in order to enjoy their learning and fulfil their own individual potential.

Our Home-School agreement outlines the commitment of the school, the parents and the pupils towards each other. We ask that this agreement be signed when your child joins our school.

## SAFEGUARDING CHILDREN

Every school in Nottinghamshire is required to follow a set procedure relating to safeguarding children. Where there is a suspected case of abuse towards a child, Head Teachers are required to refer concerns to the Social Services Department for further investigation, so that children at risk can be identified quickly. This procedure is intended to protect children from abuse. When a school refers a concern about a pupil to Social Services, in the first instance MASH, it is not accusing parents of abuse, but requesting that further information gathering takes place to establish whether a child is at risk.

## STAFFING STRUCTURE

# Staff List and Roles/Responsibilities

| NAME | POSITION | RESPONSIBILITY |
|---|---|---|
| Caroline Otterburn | Head Teacher | Teaching and Learning, Assessment and Standards, Finance, H&S, Curriculum, Appraisal, One Pagers Coach<br>DSL |
| Carl Jarvis | Deputy Head Teacher<br>Class 11 Teacher (Year 6)<br>Golden Eagles | Teaching and Learning, Young Carer Lead, EAL lead, Mathematics Lead, Appraisal, One Pagers Coach, Pupil Premium Lead<br>DSL |
| Katie Beck | Assistant Head<br>(Year 5/6) | Curriculum Lead/ Assessment Lead, TA appraisal, One Pagers Coach<br>DSL |
| Lizzie Johnson | SENCO<br>Class 11 Teacher (year 6)<br>Golden Eagles | Mental Health and Wellbeing lead<br>SENCO, TA Appraisal, RSHE (Bullying, Behaviour, racist, School council, Sex ed, British Values) Lead<br>DSL |
| Amber Hutchinson | Teacher F1- Fireflies | Humanities (Geography and History) |
| Danielle Boothe | Teacher F1- Fireflies/ Maternity Cover in Class 4 | Religious Education Lead, transition lead |
| Rebecca Vowles | Teacher EYFS – Busy Bees | EYFS Lead and OPAL Lead; One Pagers coach<br>DSL |
| SBM | School Business Manager | Finance, H&S, Premises (key roles), Appraisal Team Leader for the office & midday staff, Fire Marshall, EVC lead, Paediatric first aider<br>DSL |
| Administration | Administrative Assistant | Attendance, School dinners, Nursery, Office Administrator |
| Tom Buckmaster | Attendance Consultant | Attendance |
| Jo Lawson | Administrative Assistant/ Cook 2 | Reprographics |
| Lacey Howarth | Teacher- EYFS Ladybirds | Art and DT Lead |
| Katey Gavin | Teacher class 3- Nightingales (year 1) | French Lead and Computing Lead |
| Laura Hackett | Teacher Class 4 Owls (Year 1 & 2) | Phonics Lead |
| Gemma Revill | Teacher Class 5 – Robins (year 2) | English Lead – KS1 and KS2<br>Student mentor |
| Helen Usher | Teacher - class 6 Nightingales (year 3) | PE Lead |
| Luke Narborough | Teacher Class 7 Kingfishers (Year 3/4) | Science Lead<br>ECT Mentor |
| Sara King | Teacher Class 8- Falcons | Music Lead |
| Brandon Hallsworth | Teacher Class 10 (year 5/6)<br>Kestrels | Computing |
| Gemma Hodkinson | Class 10 | ECT |
| Tracy Shoebridge | Teaching Assistant | ELSA<br>UKS2 Interventions<br>Interventions |
| Barbara Cope | Teaching Assistant | One to one |

| | | |
|---|---|---|
| Sarah Wells | Teaching Assistant | One to one |
| Helen Exposito | Teaching Assistant | LKS2<br>Lego therapy |
| Yvonne Garaway | Teaching Assistant | LKS2<br>Phonics intervention |
| Debbie Spencer | HLTA Teaching Assistant | Staff First Aid<br>Paediatric First aider<br>Forest School lead<br>Phonics Booster<br>KS1 intervention |
| Tracey Baxter | Teaching Assistant | One to One |
| Anita Garden | Teaching Assistant | Paediatric First aider<br>KS1 |
| Maria Middleton | Teaching Assistant (3 days M, T, W) | EYFS |
| Rebecca Beadsworth | Teaching Assistant | One to one |
| Jayne Richards | Teaching Assistant | EYFS |
| Craig Meller | Site Manager | |
| Lesley | Cleaner | |
| Jo Oyitch | School Chef | |
| Kamajiit Sanghera | Cook 1 | |
| Isabelle Green | Cook 1 | |
| Sarah Tolly | Senior Midday Supervisor | |
| Maryam Aghahakim | OPAL Play Leader | |
| Amy Binkley | OPAL Play Leader | |
| Julia Di Benedetto | OPAL Play Leader | |
| Amy Grady | OPAL Play Leader | |
| | | |
| Maryam Aghahakim | OPAL Play Leader | |
| Fiona Drury | OPAL Play Leader | |
| Toni Jennings | Senior OPAL Play Leader | |
| Tabi Tabussum | OPAL Play Leader | |

## ADMISSION ARRANGEMENTS

## FULL TIME EDUCATION

Admissions for full-time education are administered by the Local Authority and not the school.

In line with the current admissions criteria children will be offered a school place from the September of the academic year in which they turn 5.

The application process normally begins during the autumn term **prior to** the academic year in which your child becomes 5. (i.e.: approximately one year before your child starts school).

**NB**: If your child attends our part-time unit this **does not** guarantee a full-time place for your child.

You **MUST** complete the application pack sent to you from the Local Authority in order to be considered for a place.

https://www.nottinghamshire.gov.uk/education/school-admissions

## DETERMINED ADMISSION ARRANGEMENTS

https://www.nottinghamshire.gov.uk/education/school-admissions/determined-admission-arrangements/2023-2024

The determined admission arrangements for schools maintained by the Local Authority (Community catchment areas**).**

You can check your catchment area by visiting the Nottinghamshire County Council website: http://www.nottinghamshire.gov.uk/findmynearest

## THE FOUNDATION STAGE

The Foundation Stage includes F1 (Nursery) and F2 (Reception) classes.

During the Foundation Stage the children follow a play based curriculum to further their understanding. The curriculum involves playing, talking, observing, planning, questioning, exploring, experimenting, reflecting and responding to adults and each other through structured play based activities. Children in the Foundation Unit follow the Early Year Foundation Stage Themes and Principles laid out in the EYFS.

At Arnold View we currently offer both 15 hours provision and 30 hours provision (for eligible parents) for children in F1, in line with the admissions policy criteria, from the intake after their third birthday.

Children, who have been successful in obtaining a place, will then move into F2 (Reception) class in the September following their fourth birthday full time.

Please note that ALL children must apply for a main school place via the ***Local Authority*** – you are not guaranteed an automatic place, even if you live in the catchment area and your child already attends Arnold View part time.

## ADMISSIONS TO THE PART-TIME FOUNDATION UNIT

In line with Local Authority guidance and our admission criteria, places are offered from the intake **after** your child's 3rd birthday, providing places are available.

We currently offer two levels of provision.

**15 Hours Universal Provision**

These hours are made up of either **5 AM** or **5 PM** sessions per week, term time only. We are unable to mix AM and PM sessions.

Places are available until the end of the summer term prior to the September in which children are allocated a full time school place by the Local Authority.

These sessions total 15 hours of your government funded entitlement, per child. Once your child joins our F1 (Nursery) we will automatically claim the appropriate funding, from Nottinghamshire County Council, for 5 sessions (15 hours) per week.

Accepting a place within our F1 (Nursery) Foundation Unit signifies your acceptance of these arrangements.

**30 Hours Extended Provision**

For qualifying parents, we also offer 30 hours provision. Parents can choose how to 'spend' their 30 hour entitlement with us but they will always include the 15 universal hours as above which will be either 5 AM or 5 PM sessions. There may be additional charges if your child exceeds their 30 hour entitlement. For instance, if your child stays every morning and every afternoon and also over the lunchtime period.

If you meet the criteria for 30 hours provision and have accepted a 30 hours per week placement we will, as the primary provider, automatically claim the appropriate funding for 30 hours per week. If your child also attends another childcare facility, that establishment will not be able to claim from the 30 hours funding. You will need to make alternative payment arrangements with them.

Children who stay for the full day will need to bring a packed lunch and drink to school with them.

Places are available until the end of the summer term prior to the September in which children are allocated a full time school place by the Local Authority.

By accepting this place, you are agreeing to these conditions.

Arnold View Primary School admissions are overseen by Nottinghamshire County Council. The NCC standard reception criteria applies:

- Looked after children and previously looked after children.
- Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school **and** *children who do not live in the catchment area at the closing date for application and who, at the time of admission will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for their first admission school.*
- Other children who live in the catchment area at the closing date for applications.
- Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school.

- Children who live outside the catchment area.

## VISITING ARRANGEMENTS PRIOR TO APPLICATION

Prior to application we offer several dates where parents can visit the school before they place their application with Nottinghamshire County Council. These commence in October. Please telephone the school to enquire about dates and book a place. **0115 956 0967**

## VISITING ARRANGEMENTS AFTER PLACE ALLOCATION

During the summer term, immediately before their entry into full-time education, all children are invited for a transition day, which gives them the opportunity to spend some time in the Foundation unit, getting to know their teacher and the other children in the Foundation unit.

**All visitors to the school must report to the Main Reception.**

## CLASS ORGANISATION

At the time of printing there are 11 classes. These are made up of: six classes in Key Stage Two, three classes in Key Stage One and 2 classes in the Foundation unit. The children are generally grouped according to age and classes are of mixed ability. Due to our PAN (Published Admission Number) which is 45 children it is necessary for us to have mixed aged classes.

At the present time the classes are arranged as follows:

| **Foundation Unit**<br>This is organised within age groups ranging from 3 - 5 years. | |
|---|---|
| Class F1 (Part-Time) | F2 (Full-Time) |
| **Key Stage 1** | **Key Stage 2** |
| Class 3 - Year 1 and 2 | Class 6 - Year 3 |
| Class 4 - Year 1 and Year 2 | Class 7 - Year 3 and Year 4 |
| Class 5 - Year 2 | Class 8 - Year 4 |
| | Class 9 - Year 5 |
| | Class 10 - Year 5 & Year 6 |
| | Class 11 - Year 6 |

**Please Note:** The actual class arrangements are reviewed annually and are liable to change in the light of year group numbers and staff availability.

## SCHOOL UNIFORM

Parents are asked to send their children to school in suitable, comfortable, clothing, which they can put on/take off themselves. Part of a young child's independence training is learning to deal with his/her own toilet needs, etc. Help will be given of course, where necessary, but unsuitable clothing can be both frustrating and distressing for your child. We have a very simple uniform that pupils must wear. On the day on which they have PE pupils may come to school in their PE kit.

### The agreed school uniform is as follows:

On PE days pupils must wear:

- A navy blue track suit bottoms or navy-blue shorts
- A white t shirt which is plain or has our school logo
- A navy t shirt which is plain or has our school logo
- A plain navy sweatshirt or a navy one with our logo for colder weather
- Plimsolls for indoor P.E.
- Trainers for outdoor P.E.

On days where there is no P.E., the uniform will be:

- A smart grey skirt, grey trousers or a grey pinafore dress
- White or blue polo shirt with or without the logo
- A navy blue jumper with school logo or plain navy jumper without a logo
- A navy blue cardigan with logo or plain navy blue cardigan without a logo
- White, grey or black tights or socks
- Smart black school shoes (trainers or Dr Marten style boots are not permitted due their impact on little feet)
- A light blue checked dress or grey shorts for the summer months
- Wellies are needed all year round
- Waterproof trousers are needed all year round

## ALL WEATHER PITCH

Astro trainers, football boots with plastic, small rounded studs,
Trainers with suitable grip for outdoor P.E

## JEWELLERY AND MAKE UP

Jewellery **should not** be worn to school with the exception of watches and **small stud** earrings. Earrings and watches **must not** be worn for PE. These items **must** be removed and kept in a safe place **by the child**. Staff are not permitted to remove earrings or take responsibility for these items. It would therefore be advisable for your child **not to** wear earrings on PE days.

We would recommend that children do not have their ears pierced during term time. PE lessons form part of the National Curriculum therefore it is a requirement that all children take part in all PE lessons.

Pupils **should not** wear make up to school at any time.

Extreme hair styles are not allowed and we ask that long hair is tied back in a hair bobble.

## WATER BOTTLES



Studies have indicated that children respond better to learning if drinking water is freely available. In order to facilitate this, with the minimum disruption to lessons children are permitted to bring into lessons a standard drinking water bottle containing **water** only. These are available from the school office.

Book Bags, Water Bottles and PE bags with the school logo are available from the School Office. All other uniform can be purchased from School wear Solutions, 806 Woodborough Road, Mapperley, Nottingham. NG3 5QJ or via Just School wear, High Street, Arnold.

To minimise the loss of items of clothing and to assist us in the tracing of lost items, **we ask that all items of clothing be labelled with the child's name.**

## JOINING THE SCHOOL MID-TERM

Sometimes your child may join the school when term has already started. You may have recently moved into the area or chosen to transfer your child from another school. Under normal circumstances parents/carers who request a transfer of school will only be allowed to move their child at the beginning of either a new term or new half term. If time allows your child will be offered a visit prior to admission in order to meet their new teacher and

classmates. We make every effort to ensure that your child feels welcome and secure, and thus settles easily with us.

## MOVING ON - TRANSFER TO SECONDARY SCHOOL



Towards the end of their primary school education, pupils will be issued with a Transfer to Secondary School Application Pack **via the Local Authority**. It is extremely important that you read the information supplied with this application carefully and ensure you return the application prior to the deadline. Failure to do so could result in your child not obtaining a place at your preferred school.

## SESSION TIMES

The **School** session times are as follows:

**Main School**

| *Foundation Stage and KS1* | *KS2* |
|---|---|
| Morning: 8.50am - 12.00 noon | 8.50am - 12.00pm |
| Afternoon: 1.00pm - 3.30pm | 1.00 pm - 3.30pm |

**F1 (Part time)**

Morning: 8.45am - 11.45am Afternoon: 12.30 - 3.30pm

In the interests of security all external doors are secured immediately after the children enter the building. After that time access to the school may only be gained via the main office.

## ATTENDANCE & PUNCTUALITY

Please ensure your child arrives at school on time, at 8.55am. Arriving late not only disrupts his/her education but also that of the other children in the class. Children who arrive late will be entered in the 'Late Arrivals Register'.

Please ensure your child is collected punctually at 3.30pm. Where there are occasions when a delay may be unavoidable we ask you to contact the school by 3.00pm. It may be necessary to place children who are late being collected into our after school childcare club, where a charge will be payable.

Unauthorised absences and instances where children arrive late for school on a regular basis are followed up and where necessary a referral is made and support is put in place.

## SICKNESS ABSENCE

If your child is absent through sickness or any unavoidable cause, **please inform the school office by 9am on the first day of absence.** Failure to provide either verbal or written notification will result in the absence being categorised as 'unauthorised'.

## HOLIDAY DURING TERM TIME

The DFE state that Schools are no longer allowed to authorise leave of absence for family holidays and specify that Head Teachers may not grant any leave of absence during term time unless there are **exceptional circumstances**.

Exceptional circumstances are determined by the Head Teacher and Governing Body (as advised by the DFE) and are interpreted as being of 'unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time'. Further details can be found in our Attendance Policy which is available on the school website. **Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.**

## KEEPING IN TOUCH

As well as educating your children we do care very much about their health and welfare. If there is a problem at home, which could affect your child's behaviour pattern or performance at school, please let us know, as it will help us in our judgement and handling of a situation.

If you have any concerns parents can make an appointment for a mutually convenient time to see either their child's teacher or to see the Head Teacher. For minor concerns you can let us know via the Dojo App during working hours.

## CONTACT NUMBERS

If your child is ill at school or has an accident we will always try to contact you as soon as possible. For this reason, we ask you to give us your up to date contact details. A standard contact form is available from school or via the school web site. New forms are issued at the start of each academic year. Please note that we require a minimum of two contact numbers for each pupil.

Please ensure that these are completed and returned promptly to school. If you are going away please ensure that you let us know who will be looking after your child and let us have the telephone numbers so that we know who to contact during your absence.

## STUDENT PLANNER

All full-time pupils are issued with a Student Planner. We encourage the children to take this planner home each day and then bring it back to school each morning. It will allow your child to record their homework, spellings and reading and can also be used, by you, to send messages to your child's teacher.

The planner is designed to be used by your child throughout the school year and needs to be in school each day. If your child loses their planner you can purchase a replacement from the school office for a cost of £3.00 (this price is accurate at the time of printing). Book bags can be purchased from the school office.

## LUNCHTIME ARRANGEMENTS

At lunchtime children may opt to go home for lunch, bring sandwiches or have a school dinner. Midday meals are prepared in the kitchen on the premises and are served by the midday

supervisory staff. The menu is changed daily and we will endeavour to meet special dietary requirements wherever possible.

F1 children who receive 30 hours entitlement are required to bring a packed lunch.

Our meals are served using a tray service and children may sit with anyone they choose and are supervised by our Play Leaders. We encourage water, plain or flavoured and low sugar fruit juice at lunch time. Children can order meals on a daily basis during morning register.

**Please Note:** Payment for school meals should be made, via the **My Child at School** online payment system. Meals should be paid for in advance.

If your child has been absent from school during the morning and wishes to return for the afternoon session please note that he/she should not be brought into school until the start of the afternoon session (KS1 - 1pm and KS2 1.30pm). This is because in the event of a fire drill your child would be absent on the morning register and therefore would not be included in any safety checks/roll calls.

Children are supervised during the lunchtime period by Lunchtime supervisory staff. The Senior Mid-day Supervisor will deal with any matters arising over this period and report back to the Head Teacher where necessary.

## VEGETARIAN OPTION/SPECIAL DIETARY REQUIREMENTS

If your child is vegetarian, vegan or has other special dietary requirements you MUST inform us in writing. We can arrange a meeting with the Cook Supervisor to discuss special diets.

Parents who think they may be eligible for free school meals should contact the Local Authority on 0300 5008080 or register on

https://www.nottinghamshire.gov.uk/education/school-meals/free-school-meals-and-milk

## HEALTHY EATING INITIATIVE

Arnold View participates in the Government 'Healthy Schools' initiative. Under this scheme all children in the Foundation Stage, Year 1 and Year 2 are supplied free of charge, with fresh fruit for their mid-morning snack.

The 'Healthy Schools' initiative applies to all pupils within the school and in order to ensure consistency across all year groups children in years 3, 4, 5 and 6 will be asked to ensure that they too only bring healthy snacks for their midmorning break i.e.: dried or fresh fruit or chopped vegetables. We would also ask that you respect this policy if your child brings a packed lunch to school. A chocolate biscuit or mini-roll to be eaten as part of the meal is fine, but please do not send sweets, lollipops, chocolate bars, gum etc. As we have some children in school with nut allergies please do not send peanuts or anything with nuts etc in your child's lunchbox.

As part of the 'Healthy Eating in Schools' initiative, the school policy regarding water/drinks is:

**Classrooms:** Plain Water only

**Lunchtime Packed Lunches:** Plain or flavoured water or squash/cordial/sugary drinks are discouraged and fizzy drinks are not allowed.

Water is also supplied for **all** children at lunchtime. It is helpful if your child's lunchtime drink is supplied in a separate bottle, labelled appropriately.

## SCHOOL MILK

All children at the school may have a carton of milk each day. This is free whilst your child is under 5 and there is a charge after your child's 5th birthday. The milk is provided via the Cool Milk company and you will need to register for the milk scheme with them. Further details will be given to you at your child's preadmission visits. More information can be found at https://www.coolmilk.com/parents/

## OPAL PLAY

Arnold View Primary School is rolling out the OPAL programme this year, which is transforming children's play. Our children spend 20% of their school life out at play and we aim to make playtimes as inclusive and purposeful as possible.

Research shows that play contributes to children's physical and emotional health, well-being, approach to learning and enjoyment of school. Given the importance of play in children's lives and current concerns about children's health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community from participating in OPAL's programme.

## PRESCRIBED MEDICINES

Medicines should only be taken to school when essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school or setting 'day'. School will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines that need to be taken two or three times a day should/could be taken in the morning, after school hours and at bedtime. It is only where medicines needs to be taken four times a day or at set times when administration in school should be considered.

Medicines **should always** be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration. Staff will **never** accept medicines that have been taken out of the container as originally dispensed nor make changes to dosages on parental instructions.

## ASTHMA

If your child is asthmatic we request that they have a spare blue reliever inhaler in school at all times. The National Asthma Campaign recommends that children are responsible for their own inhaler; they should keep it in class so that it is always readily available and can easily be taken to PE lessons and worn outside at playtime. It can then be left on your child's peg overnight.

- Only blue reliever inhalers need be kept at school. Brown steroid inhalers would only need to be brought in extreme circumstances on the advice of your GP.

- Please ensure your child is aware of when to take their inhaler e.g.

coughing, wheezing or tightness in the chest.

- Ensure your child knows how to use their inhaler correctly.

**Our Asthma policy is available from the School Office.**

## NUT AND OTHER ALLERGIES

If your child has an allergy please inform the school in writing so that appropriate procedures can be put into place. We are a nut free school.

## CHARGING POLICY

The school Charging Policy is available on the school website.

https://www.arnoldview.notts.sch.uk/policies/

## COMPLAINTS PROCEDURE

There is a standard procedure agreed by the Local Education Authority for dealing with complaints about the school curriculum and other related issues. This follows the guidelines below:

1) Complaint raised with Class Teacher Issue resolved informally - Issue not resolved

2) Complaint heard by Head Teacher -Issue resolved

If Issue is not resolved complaint sent to Governors:

3) Governors complaints panel meeting arranged Issue resolved

**Our complaints policy is available on the school website.**

## THE CURRICULUM



At Arnold View Primary we plan and deliver a broad, balanced sequenced curriculum tailored to meet the needs of every child.

Subjects are integrated throughout the day and the school follows the National Curriculum Guidelines for all subjects through a carefully planned approach. We combine our subjects and have a project based approach to ensure that our curriculum is fun and engaging. Children love learning at Arnold View.

## FOREST SCHOOLS

We are very lucky at Arnold View to have a wonderful environment for the children to learn from. Each classroom has its own garden where the children are able to grow fruit and vegetables. We also have two forest schools which the children are able to have sessions in. Children in Fireflies (F1) are able to visit daily in the morning or afternoon and the children in F2 visit twice a week. The rest of the school have scheduled sessions and there are after school clubs which the children can visit. We work regularly with Nottingham Wildlife Trust and are becoming a Flagship school for this organisation.



## ENGLISH

During the Early Years Foundation Stage (ages 4-5), Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. English development involves encouraging children to link sounds and letters and to begin to read and write through the Read Write Inc programme. Children are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

From Year 1 through to Year 6, the overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of reading skills, the spoken and the written word, and to develop their love of literature through widespread reading for enjoyment.

We teach through our own Arnold View Curriculum for English, which aims to ensure that all pupils:

- read easily, fluently and with good understanding; in KS2 we use the **Fischer Family Trust** guided reading programme

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

## MATHS



During the Early Years Foundation Stage (ages 4-5), children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

From Year 1 - 6, we teach mathematics through the White Rose Mastery Maths programme based on the national curriculum, for mathematics, which aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems overtime, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## SCIENCE



Science is part of everyday life and as such is included and covered by many different activities. We use the National Curriculum and children are given a wide range of practical science experiences. Children are encouraged to experiment, observe, talk about and record their findings. Planning, observing, predicting and recording results in a variety of ways all play an important part as does working scientifically. Science can be 'simply' looking at the weather or the trees in the playground or playing with sand and water, or may involve more complex equipment such as magnets or electrical circuits.

## COMPUTING



Computing is an integral part of the children's learning at Arnold View. Work within the school is aimed at giving children experience of a wide range of applications for which computers are designed. The children's practical experience includes the use of Kindles, Beebots, digital cameras and word processors, the collection, storage and retrieval of data, problem solving, adventure programs, coding and desktop publishing programs. We aim to help the children to be confident and competent users of technology by the time they leave our school.

## HISTORY AND GEOGRAPHY (HUMANITIES)

From Year 1 to Year 6 we teach our own curriculum based on the National Curriculum for History/Geography. It is historically sequential programme in Key Stage 2 which goes through history from the Stone Age. The children learn knowledge and skills and are able to link their previous learning and build on it. Children are also able to compare and contrast one historical era with another.

## ART, MUSIC AND DRAMA



We provide lots of opportunities in school for children to develop skills such as drawing, painting and modelling, dance and drama.

Art is taught explicitly using the work of authors as a stimulus and is a vitally important part of the curriculum. We aim to develop the children's creative ability and manual dexterity through the use of a wide range of varied creative media, including painting, clay construction, collage, sewing, etc.



The children in Year Four all play the trumpet and are taught by an outside provider and in Year 3 they learn the recorder through the Charanga programme. Pupils in Key Stage Two are given the opportunity to learn an instrument through a peripatetic visiting teacher who can teach a range

of instruments through the ‘Music for Schools’ Foundation and are at an additional cost.



## DESIGN & TECHNOLOGY

Children know that DT is about solving problems which require technological solutions in order to achieve a desired end product for a specific audience. They learn to work with a variety of tools and a wide range of materials and equipment. In their work the children gain experience of facing problems. Pupils across the school are given the opportunity to take part in Food Technology over the course of the year using our pupil kitchen.

## SEX EDUCATION

This subject is dealt with in accordance with the guidelines issued by the Nottingham Education Authority. Additional information may be found in the Authority’s Curriculum Statement. At the present time we are able to offer all of our children an approved series of Sex Education lessons which are appropriate to their age and level of understanding. If you would like to see the Curriculum which we use, you are more than welcome to make an appointment to view it at any time.

## RELATIONSHIP, SOCIAL, HEALTH, EMOTIONAL and CITIZENSHIP (RSHE)



Everyone within the school looks at the ‘total’ development of the ‘whole child’. We believe good behaviour, honesty and good manners are necessary values.

We teach children about these values through our Kapow Programme, Healthy Schools, British Values and ELSA.

## WELLBEING

Wellbeing is taught every as part of our RSHE curriculum and includes strategies for pupils to cope with challenging situations and Calming activities. Wellbeing is also promoted through our daily Wellbeing Champions session at lunchtime, led by our Wellbeing Champions.

We are lucky to have a **Mental Health Support Worker** who is based at Arnold View and is part of **CAMHS** who works with our staff, pupils, parents and our community.

We also have a **Therapy Dog** called Buttons who is part of our community and works with children and joins in events. He comes from the National Therapy Dogs Organisation.



## PHYSICAL EDUCATION AND EXTRA CURRICULAR ACTIVITIES



All children have regular Physical Education sessions (indoor and outdoor) each week. These lessons are used to develop both the children's physical skills and their physical fitness.

Year 6 children have the opportunity to take part in an adventure outward bound residential. Year 4 children have the opportunity of taking part in a 3 day outward bound residential visit to Hathersage.
We also offer a range of after school/lunchtime activities. At the time of writing these include dancing, football, cricket, netball, boccia, yoga and rounders.



## SWIMMING

Currently swimming lessons are provided for pupils in Year 3. These will taking palce in our own swimming pool.

## RELIGIOUS EDUCATION - RELIGIOUS AFFILIATIONS

The school is not affiliated with any particular religious denomination and follows the Nottinghamshire Religion Education agreed syllabus (SACRE) using the Brons scheme. Parents may exercise their right to withdraw children from religious worship; prior to this a meeting should be arranged with the Head Teacher and all requests put in writing.

## HELPING YOUR CHILD WITH ENGLISH AT HOME

We aim to carry on the good work that you have begun at home by sharing books with your child which they enjoy reading so that reading is always a positive and happy experience.

If your child is eager to write their names at home, please encourage them to use lower case and not capitals e.g.: Elizabeth and not ELIZABETH.

## SHARING BOOKS WITH YOUR CHILD

Helping your child learn to read can be an enjoyable and rewarding experience if you follow the guidelines below:



- Choose a time when you both want to read, not when either of you have other things on your mind.
- Look at the pictures and talk about them. They are there to help. Give your child time to point out what the pictures are saying.
- If you are reading the story to your child, follow the story with your finger, to encourage their awareness of how words flow.

- Your child doesn't need to know every word. Don't worry if they substitute an alternative word now and then.
- Let your child make guesses. If they are still stuck, tell them the word. Don't let them get upset. Talk about the story. Ask your child if they like the book. Children learn more easily when they enjoy stories.
- Ask your child if they can remember what has happened and guess what might happen next.
- Don't go on reading for too long. Little and often is usually best. Ten minutes is often long enough.
- Let your child know they have done well and how pleased you are, even if there has only been a slight improvement.
- Encourage your child to read to others - brothers, sisters and grandparents are good listeners too.
- Don't become anxious - it will only make your child worry too.
- Come and talk to us if you are at all concerned.
- When you have shared a book with your child, please make a note in their planner and sign.

## Helping Your Child with Maths at Home `

Counting rhymes, setting the table, sorting the washing are all practical ways of learning about numbers. We build on what you have done at home to make numeracy enjoyable, meaningful and based on everyday experiences.

There are lots and lots of ways in which you can prepare your child for their mathematical work at school. You can encourage your child to count anything and everything: stairs, toys, windows, rooms in your house etc.

Let your child look out for door numbers, bus numbers etc. Give your child the opportunity to use money in shops, let them cook or bake with you.

Point out patterns on floors, walls, fabrics or wherever you see them. Talk about shapes and their names. Use wooden bricks that have different shapes, colours and sizes. Let your child sort them in different ways as well as building with them.

We hold parent workshops about maths to demystify the way in which maths is taught in schools currently. If you ever have a question or query about mathematics please see the class teacher who will be happy to explain and go through any maths with you.

## HELPING YOUR CHILD WITH SCIENCE AT HOME

You can help by:

- Letting your child help in the kitchen.
- Letting your child look after the family pets.
- Letting your child talk about what they see around them.
- Experiment using kitchen ingredients using websites such as:

https://www.sciencefun.org/kidszone/experiments/

https://www.sciencekids.co.nz/experiments.html

## HOMEWORK

At the present time the children are actively encouraged to take home books to read, either to their parents or for their own pleasure and there will be learning tasks which the children are expected to conduct at home. Reading is encouraged five times a week at home in order to ensure that children get plenty of practice and make great strides in their reading ability. These can include spellings, tables or project work.

Occasionally a teacher may liaise with a particular parent when a child is having difficulty with some aspect of the curriculum. In this case extra work may be discussed and mutually agreed upon.

We hope that parents/carers will:

- Take an interest in the homework task and encourage their children to complete it.

- Provide a suitable time and place to complete homework.

## SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT

The school has an agreed Special Educational Needs Policy in place to meet the needs of pupils with SEN whether the child has a Statement of SEN or not.

We adhere to the 'Special Needs Code of Practice'. Advice and support are provided from outside agencies where necessary.

A copy of the SEN policy is available on the school website.

As part of the Arnold Hill Family of Schools we have regular meetings to ensure continuity of practice and working. It is via these meetings that we may gain extra funding through AFN (Additional Family Needs) and can access extra support from the LA through HLN (High Level Needs) funding. This support is targeted for those children with exceptional needs.

## ACCESSIBILITY

We have appropriate disabled access throughout our school building including toilet and shower facilities. We aim to ensure that all areas of the curriculum are accessible to all of our pupils.

## ASSESSMENT AND RECORD KEEPING

All children who attend our school will regularly have their progress assessed in all areas of school life. Through on-going assessment, we aim to build a complete picture of a pupil's development, not only intellectually, but also emotionally, socially and physically. Assessment can take on many forms. We assess through discussion, observation and marking as well as using more formal procedures such as standardised tests.

We feel it is important to use ongoing assessments to track children's progress so that work can be planned accordingly. This information may be shared with you at Parent's Evenings and in the End of Year Reports. Parents are invited in to look at their children's books in the period of time around Parent's Evening.

## SUMMATIVE ASSESSMENT

Summative assessment is carried out each year during the autumn, spring and summer terms in Year 1 - Year 6 and at various points in the school year in the Foundation Stage. Using information from these assessments we are able to track the progress across the school.

## SATS – STANDARD ASSESSMENT TESTS

In Years 6 children are externally assessed against National expectations through SATs, in Maths, reading, grammar, spelling and punctuation. Writing and Science are currently teacher assessed.

In Year 1 all pupils take the phonics screener and in Year 4 all pupils take the multiplication times table check.

## BEHAVIOUR

Our policy is based on the principle that every child has the right to learn and the teacher has the right to teach. Our approach is based on respect from both pupil and teacher, positive reinforcement of desired behaviour, through clearly defined rules, which is designed to raise the self-esteem of every child. A copy of the school behaviour policy is available on the school website.

## INVOLVING PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We ask parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we aim to inform parents immediately if we have concerns about their child's welfare or behaviour. We have a DOJO App where parents are able to send and receive messages to staff during working hours.

## THE ROLE OF GOVERNORS

The Head Teacher is responsible for the day-to-day management of the school. The role of the Governing Body is to provide strategic management and to act as a 'critical friend,' supporting the work of the Head Teacher and the staff.

The governing body committees meet once a term, with full governing body meetings taking place termly; Governors serves a term of four years. The Governors are appointed to support:

- How the budget is spent. Arnold View has a delegated budget to cover salaries, running costs, maintenance and equipment. The Governing Body is responsible for managing this budget.
- The selection and appointment of new staff.
- The School Development plan priorities and implementation of new strategies and initiatives.
- The monitoring of school progress and in setting annual targets for the schools' performance and for the Head Teacher (and ensuring that targets are set for all staff by the Head Teacher)
- The setting of appropriate standards of good behaviour.

The School Governing Body is made up of the following:

- Parent Governors
- Teaching and non-teaching Governor representatives
- Local Authority Governors
- Community Governors

Parent Governors are important and essential to represent the voice of the community. They must have a child in school and are elected by the parents of the school.

| Name | Position |
| --- | --- |
| Caroline Otterburn | Headteacher |
| Paul Key | Chair |
| Carl Jarvis | Teaching Staff Governor |
| Paul Peet | Co-opted Governor |
| Councillor David Ellis | LA Governor |
| Sarah Ray | Co-opted Governor |
| Vishal Sidhar | Parent Governor |
| Niki Lineker | Parent Governor |
| Michelle Welsh | Co-opted Governor |

## THE FRIENDS OF ARNOLD VIEW PRIMARY SCHOOL

When your child starts school, you automatically become a member of the Friends of Arnold View. This voluntary association provides an opportunity for parents, teachers and governors to work together to raise much needed money which is used to buy equipment and other extras to offer the best possible education for your child.

A variety of social events, seasonal functions and outdoor activities, such as school discos, film nights and summer fairs, are arranged each year and are well attended by the community. We hope you will feel able to join us and help support our fundraising.

The Friends of Arnold View is run by a committee of interested parents who would welcome new members who wish to help - no special qualifications are necessary and it can take as little or as much time as you can give. An Annual General Meeting is held during the autumn term.

## SCHOOL PARLIAMENT

The School Parliament is made up of a body of children, elected by their peers annually. The aim of the Parliament is to liaise between pupils and staff on issues of concern to the children. They also organise and run fund-raising events throughout the year. The money raised is used to help with the purchase of items of equipment chosen by the pupils of the school.

## PERFORMANCE RESULTS

Every year the Department for Education publishes information on the achievement and attainment of pupils in all schools. These tables provide a guide to how well a school is doing. They list National Curriculum test results for each school in England and show how they compare with other schools.

As well as our own schools performance results you are able to access information on all schools throughout England so that you are able to see how each individual school compares with others, locally, county and nationally and against the average across the country.

Please follow the link below to find the school performance tables.

https://www.compare-school-performance.service.gov.uk/