KINGS MEADOW PRIMARY SCHOOL

'Celebrating Success'



School Prospectus

2026-2027

Welcome to Kings Meadow Primary School

We are delighted to welcome you to our school. We look forward to working with you as a family, and welcome your contribution to the education of your children.
We will offer you the very best of our professional skills and expertise, along with the highest quality of pastoral support and care.

Kings Meadow Primary is a one form entry primary school and every member of staff, teaching and non-teaching, is more than happy to assist you in any way.

This Prospectus has been designed to help you. It contains information about our school, and outlines our general organisation. More details can be found on our website which has all the information you will need, including staffing, holiday dates, etc.

You will be kept informed of news, achievements and developments via our website, ParentMail App, Instagram social media account and regular newsletters. For any further information please add our website address to your favourites, it can be found at www.kingsmeadowprimary.co.uk. This is regularly updated.

On behalf of the school governors and all of the staff, I am delighted to welcome you to Kings Meadow Primary School.

Yours sincerely,

Mrs. Sandie Lineton
Headteacher

School Details

Name of School:	Kings Meadow Primary School
Type of School:	Community Primary School (2-11yrs)
Address:	Meadow Lane Ainsdale Southport PR8 3RS
Telephone:	01704 578512
Fax:	01704 576266
Email:	admin.kingsmeadow@schools.sefton.gov.uk
Website:	www.kingsmeadowprimary.co.uk
Headteacher:	Mrs. Sandie Lineton
Chair of Governors:	Mr. David Walker

Times of School Day

Nursery Sessions

Seedlings (Two-Year-Old Provision) 8.45-11.45am (15 hours per week)

Morning Nursery 8.45-11.45am (15 hours)
Afternoon Nursery 12.15-3.15pm (15 hours)
All Day Nursery Sessions 9.00-3.00pm (30 hours)

Reception, KS1 & KS2

Doors Open:		**8.45am**
Lessons begin:		**8.55am**
Lessons end:	**Reception**	**3.15pm**
	KS1 (Y1&2)	**3.20pm**
	KS2 (Y3-6)	**3.25pm**

There is a 15 minute playtime in the morning. During this time the children are supervised by staff on playground duty.

At lunchtime the children are supervised by teaching assistants and welfare assistants

In the interests of health & safety, parents and carers must go via the school office for all queries regarding their children. All staff, volunteers and governors have a fully enhanced Criminal Records Bureau (DBS) disclosure.



Mission & Values Statement

Mission Statement (Why we exist, what we do)

Our mission is to prepare our children to become valued and contributing members of society.

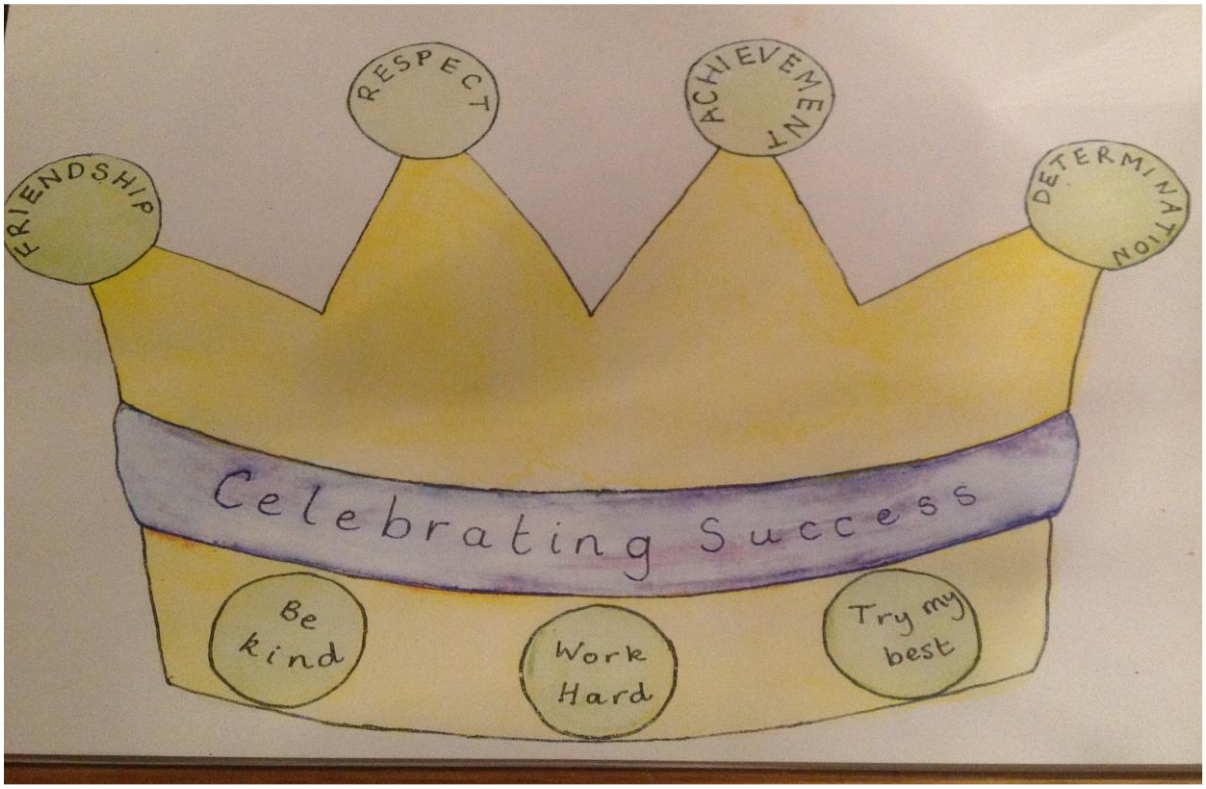
Values Statement (What we believe in)

We value **FRIENDSHIP**; we aim to be kind, caring and polite to all members of our school community and to accept and include everyone.

We value **RESPECT**; we aim to look after everyone and everything in our school. We aim to be honest and considerate to each other.

We value **DETERMINATION**; we aim to work hard, never give up and always try our very best to achieve our goals and objectives.

We value **ACHIEVEMENT**; we aim to become independent and confident learners who achieve our true potential.



General Information about our School

Kings Meadow Primary School is a one form entry primary school situated on the outskirts of Southport, in the village of Ainsdale.

We are a fully inclusive school and are constantly looking for ways to further develop our thinking, practices, policies and culture in order to offer an enriched provision for every pupil. We endeavour to provide for each child according to his / her needs in order to develop individual talents and skills and to work towards reaching personal potential.

Our teachers and support staff work hard to build close, nurturing relationships with the pupils in their care. They liaise closely with each other in order to identify and facilitate opportunities for children in all aspects of their growth and development. We currently hold the Attachment & Trauma Silver Award and are working towards our Gold status.

There are a wide range of opportunities available for our pupils and their families. Our school is unique and special because:

We have resourced base provision for up to ten pupils with Speech and Language differences;

We are part of the Children's University initiative and offer a range of out of hours learning opportunities for our children. Children in Year 6 and Year 2 have the opportunity to graduate each year;

We operate our own Breakfast Club and offer an on-site After School Club, providing affordable childcare for our families. Wrap-a-round care is also available for our Nursery children;

We have our own Family & Wellbeing Centre which is attached to the school. Families can benefit from a range of activities within;

We have a two-year-old Nursery 'Footprints @ First Steps' on site which provides full wrap-around care for children from 2 years old;

We have extensive school grounds which are designed to facilitate learning and enjoyment including our own Forest School and Nature School;

We offer a broad, rich CRACKING Curriculum through which individual talents are actively encouraged and nurtured;

We operate a whole school approach and code of practice that equally values all members of our school community.

Accessibility Policy

Kings Meadow Primary School recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled pupils receive the same standards of education as non-disabled pupils. Ramps and other adaptations have been fitted in school to enable pupils with disabilities to access the whole building.

Kings Meadow Primary School will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled pupils. Such communications will address the legal obligation of staff and the school.

- Provide appropriate disability awareness training for staff, explaining how we will implement and monitor the school policy.

- Address acts of disability discrimination via existing conduct codes, where appropriate.

- Encourage suppliers and contractors to adopt similar policies towards disabled pupils.

In order to ensure that the educational services it provides effectively meets the needs of disabled pupils the school will:

- Consult with disabled pupils, parents / carers, staff and disability organisations.

- Plan to make further access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate their availability to both pupils and staff.

- Regularly review whether its education services are both accessible and effective, and take appropriate action.

- Monitor the implementation and effectiveness of this policy on a regular basis.

- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

Attachment & Trauma Sensitive Practice

As an Attachment and Trauma Sensitive School, we understand that children's experiences shape how they feel, behave and learn. We recognise that adverse childhood experiences can have a significant impact on development, emotional wellbeing and readiness to learn.

Our practice is grounded in trauma-informed and nurture-based principles, placing strong, trusting relationships, emotional safety and regulation at the heart of school life. All staff are trained to understand how trauma can affect the developing brain and are committed to responding with empathy, consistency and compassion.

This approach is particularly supportive for pupils with SEND. By providing predictable routines, calm environments and personalised, relational support, we reduce anxiety and create the security children need to succeed. Through carefully tailored strategies and a strong focus on building resilience, we ensure that every child feels understood, valued and ready to engage in learning.

Our aim is simple: that all pupils, especially our most vulnerable, are able to flourish both academically and emotionally within a safe and nurturing community.

Our CRACKING Curriculum



Our bespoke, cohesive 'CRACKING' curriculum is innovative, forward-thinking and highly relevant for the pupils of Kings Meadow. It is designed to be a ***C**reative, **R**eal-life, **A**mbitious, **C**areers-focussed curriculum building **K**nowledge & skills for every **I**ndividual **N**urturing **G**lobal citizens of the future.*

Curriculum Aims

At Kings Meadow Primary our curriculum aims to:

- develop and deepen pupils' skills, knowledge and understanding across the curriculum through a diverse range of themes;
- ensure a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school;
- excite and enthuse learners and teachers to create purposeful, immersive and memorable learning;
- provide opportunities to experience real-life learning through trips & visits and
- inspire learners to appreciate the requirements of a range of potential careers;
- equip learners to become agents of change, exploring and championing global causes;

- support pupils in exploring challenging and controversial global and social justice issues;
- help pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others;
- create strong learning links through a joined-up approach;
- empower pupils, develop resilience and boost their confidence;
- allow pupils to display their understanding in multiple ways;
- ensure inclusivity through an accessible and relevant curriculum;
- challenge all learners regardless of their ability;
- value, support and celebrate cultural diversity.

Written to ensure full coverage of the National Curriculum, it is meticulously planned and fully resourced to develop pupils' resilience, communication and life skills within real-life contexts. It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded creative individuals.

Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world. Our themes help the children to develop an appreciation of their local, national and global communities.

Our CRACKING Curriculum design reflects the real world. It is a brave, forward thinking, dynamic, relevant curriculum that promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders.

Our CRACKING Curriculum takes an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. It is 'hands-on', 'minds-on' and 'hearts-on' and makes experiences a key feature of the curriculum. The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning.

Our detailed, progressive planning is the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. Thematic units increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.

Elements such as our multi-sensory experiences, pupil-led activities and real-life opportunities (visitors & trips & visits) also ensure a greater depth of learning. Our curriculum is logically sequenced to ensure that pupils experience clear progression in the defined characteristics of effective learning.

Our Curriculum Drivers

At the forefront of our CRACKING Curriculum are world issues centred around **Challenge**, **Community**, **Culture, and** the **Environment**.

Community

In our CRACKING curriculum, the concept of 'community' plays a significant role in fostering social development and understanding. Our children are encouraged to explore the idea of community both within our school environment and wider society. This involves recognising the diverse groups people belong to, including families, neighbourhoods, and cultural or religious groups, and understanding how

these communities function and support individuals. By engaging with topics related to cooperation, respect, shared responsibility, and inclusion, our children develop important life skills that prepare them to become responsible and empathetic citizens. Additionally, the curriculum incorporates activities that promote teamwork, communication, and problem-solving, all of which are essential for positive community engagement. Overall, teaching about community helps children appreciate the value of diversity, understand social roles, and contribute meaningfully to the world around them. We want our pupils to become wise, global citizens who can contribute positively to the world around them.

Culture

Cultures evolve continuously, as people interact with one another, producing an intermingling of values, and material ways of life. Our communities are becoming increasingly diverse, creating a fusion of people of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.

Challenge

Poverty and political, social, and economic inequalities between groups predispose them to face many challenges. Many countries in our world are suffering, or have recently suffered, from large scale violent conflict. Wars in developing countries have heavy human, economic, and social costs and are a major cause of poverty and underdevelopment. Understanding world history would be impossible without understanding the challenges and conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences. Challenge can be seen as an opportunity for learning about and understanding our differences.

Environment

In the context of our CRACKING Curriculum, the **environment** refers to the physical and natural surroundings in which our children live, as well as the broader ecological systems that affect their daily lives. Our teaching about the environment focuses on helping children understand the interconnectedness of nature, how human activities impact the world, and the importance of sustainable practices. This can include exploring our protected local habitats, learning about climate change, conservation efforts, and fostering a sense of responsibility for protecting natural resources. The environment is often integrated across subjects like science and geography with activities designed to develop children's critical thinking and problem-solving skills related to environmental issues. By engaging with real-world environmental concerns, our children develop a sense of stewardship and an understanding of their role in caring for the planet. They learn to appreciate that small actions can make a big difference.

Curriculum Depth

Our curriculum focuses on common attributes that ensure the provision of a deep curriculum that underpins our thematic units: -

- Meaning and relevance;

- Opportunities for enquiry;
- Development of critical, creative and high-order thinking skills;
- Integration of subjects;
- Provision of access to information from a range of sources and viewpoints;
- Authenticity of end products.

Curriculum Breadth

As well as the full breadth of subject coverage, our curriculum includes the use of a breadth of pedagogical approaches and offers a broad range of multi-sensory learning experiences.

Subject Coverage

English

Each thematic unit has literacy links, with core texts, which cover the broadest range of genres. These are linked to other areas of the curriculum, to provide rich learning experiences. Speaking and Listening (Oracy) is a key focus of our curriculum, highlighted by the curriculum drivers.

Mathematics

Thematic units have a maths links section, covering specific mathematical skills. This is an opportunity for pupils to apply learning through discrete maths lessons into different theme-related contexts. These are linked to other areas of the curriculum, to provide rich learning experiences.

Science

The majority of Science is taught in discrete units however, when relevant, teachers also directly select elements of the science curriculum to weave through the thematic units. This ensures that the children regularly review and revisit the scientific knowledge and skills they have learnt.

Science is taught through working scientifically (involving practical investigation, observation and application skills, enquiry and research) alongside specific taught subject knowledge. Learning takes place both inside and outside the classroom.

Foundation Subjects

The foundation subjects of Art and Design, Design Technology, Geography, History, Computing, Music and RE are taught through thematic units. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom.

Personal, Social and Health Education (PSHE)

PSHE is taught through our PSHE 'One Decision' programme. It is also taught via cross-curricular themes where relevant. This includes Relationship and Sex Education. All SRE is provided in a way that encourages our children to consider morals and the values of family life. A policy and a scheme of work has been developed by governors, the Headteacher and staff in consultation with parents / carers. Parents / carers are also informed before any specific programme of sex education is implemented and are welcome to view teaching materials before they are introduced into the classroom.

Parents / carers have the right to withdraw their child from all or part of any sex education provided but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum for Science.

Religious Education

The majority of religious education is taught in discrete units unless it directly relates to a broader theme. We follow the Agreed Sefton Syllabus for Religious Education. At Kings Meadow Primary School we have no affiliation with any particular religion or religious denomination. The Religious Education curriculum follows government guidelines and Sefton's own Standing Advisory Council for Religious Education (SACRE) policy which outlines the religious content and themes. These, wherever possible, are linked to the themes being taught.

Collective Worship - The whole School takes part in a collective act of worship on a Monday and Friday. There are regular 'Celebration Assemblies' throughout the year in which we celebrate the children's achievements and reward 'Being Kind', Working Hard' and 'Trying My Best'. Other acts of collective worship take place in the classrooms on a daily basis and follow a broadly Christian nature as set out in Government guidelines and following the Sefton policy on Collective Worship.



Parents / Carers are permitted by law to withdraw their children from Collective Worship and Religious Education by written request to the Headteacher.

For specific subject and philosophy practice please refer to each individual subject policy document. These can be found on our school website under the Key Information / Curriculum tab.

CRACKING Curriculum Planning

Our comprehensive, thematic, creative curriculum is mapped out to ensure progression in learning across the school (see Appendix 1). This is organised into four phases of learning:

Nursery & Reception: Natterjack Toads (Nathan the Natterjack Toad)

Year 1 & Year 2: Sand Lizards (Sandy the Sand Lizard)

Year 3 & Year 4: Red Squirrels (Ruby the Red Squirrel)

Year 5 & Year 6: Seagulls (Shelley the Seagull)

Each phase has progressive characteristics of learning to support each stage of our children's development and to reflect our school values. The phase characters reflect the uniqueness of our coastal location (Appendix 2).

Adaptive Teaching

Adaptive teaching in our CRACKING curriculum is the practice of tailoring each lesson to meet the diverse needs of all of our pupils, ensuring that each child has access to the learning experiences that best suit their abilities, interests, and learning styles. This approach involves regularly assessing pupils' progress, identifying their strengths and areas for development, and modifying teaching methods, resources, and activities accordingly. By incorporating strategies such as modifying instructions, flexible grouping, and targeted support, adaptive teaching within our CRACKING Curriculum helps foster an inclusive learning environment where every child can thrive. It empowers teachers to be responsive to the varying needs of pupils, ultimately enabling every child to make progress commensurate with their ability.

All coverage documents and thematic overviews can be viewed on our school website. www.kingsmeadowprimary.co.uk They are located in our CHILDREN / CLASS PAGES and CURRICULUM sections.

I.T. / Computing Provision -The School is fully networked enabling children to access their work from any computer. There is an interactive whiteboard in every classroom. Each child has a password to access the virtual learning platform which can be accessed from any computer at school or home.

We have mobile sets of Netbook (laptops), Google Chromebooks and iPads which can be accessed throughout school.

The school and governing body have adopted conditions for internet use that are designed to maximise use of the internet as a learning resource and minimise unacceptable behaviour and access to inappropriate materials. The school's Acceptable User Policy can be viewed on our school website.

Assessment Arrangements - identify where a child is placed in relation to the levels of attainment. Government based testing (S.A.T.'s) take place the end of Key Stage 2 (Year 6). Pupils in Year 1, Year 2, Year 3, Year 4 and Year 5 also take non-statutory tests each year. The use of this data, together with regular teacher assessments, enables the teacher to monitor the progress of each child and adapt the curriculum as appropriate to further support and extend each pupil's academic needs.

Staff keep individual pupil progress folders that identify skills that pupils have acquired across the curriculum. These are shared with parents and handed up with pupils to the next class teacher as the pupils progress through the school.

Baseline Assessments - take place during the first few weeks when a child enters the Reception class. The data gained contributes to future teacher assessments and makes target setting for each child more accurate. It also provides clear evidence for measuring the progress of each child as they move through the School and for measuring the effectiveness of the School's teaching and learning strategies. This information contributes towards the Foundation Stage Profile.

Pupils arriving at the school during the course of a year are also given a baseline assessment to verify any information handed through to the school and ensure that the best provision is made available to them as soon as possible.

Extra-Curricular Activities

A wide range of extra-curricular activities are available throughout the school year. A timetable of our programme of clubs is available from the School Office – regular updates are included on the website and newsletters. We have a member of staff who co-ordinates all lunchtime and after school activities.

We adhere strictly to our Equal Opportunities and Inclusion policies with our extra-curricular activities as within the formal curriculum and welcome children, irrespective of gender and ability, to participate in the activities available.

School Council

Pupils from Years 2 to Years 6 are elected as School Council representatives by their classmates. They have received external training and hold regular meetings and make decisions which impact on school life.
Members of staff support the pupils, but it is the pupils who have a 'voice' during properly chaired meetings. All children are encouraged to discuss issues, ideas and concerns with their class representatives



School Uniform

All children at Kings Meadow Primary should wear the following school uniform – it helps them identify with our school and develop a sense of pride. We have a simple uniform, which can be purchased in store or online from Whitakers in Southport: https://www.whittakersschoolwear.co.uk/product-category/southport/kings-meadow-primary-school/

Kings Meadow uniform comprises of:

- Grey skirt (knee length), pinafore (knee length), trousers or shorts;
- Blue school sweatshirt, yellow polo-shirt;
- Blue/white or yellow/white check summer dress for girls in warm weather;
- White / grey socks or grey tights (Girls);
- Grey socks (Boys);
- Black sensible low-heeled school shoes (no canvas shoes or logos);
- School reading book bag and pump bag;
- School baseball cap (if required in Summer).

Training shoes should not be worn in school except for outdoor P.E. / games lessons.

For health and safety reasons we insist that children do not wear any items of jewellery other than watches and plain stud earrings and that long hair is tied back. Also, nail varnish, extensions or makeup should not be worn in school.

P.E. Kit

All children should wear a plain white T- shirt and black shorts for P.E. lessons. Bare feet or slip on black pumps can be worn for indoor P.E.

Training shoes, a school sweatshirt / sports hoodie and black jogging pants / leggings should be worn for outdoor games.

No items of jewellery can be worn for P.E. (including watches). Earrings must be removed by the pupil before P.E. or swimming lessons (staff are not allowed to do so) and long hair should be tied back for health and safety reasons.

Pupils in Years 3, 4 & 5 use Formby Swimming Pool for swimming lessons during the year. This is free of charge. Lessons take place on a Tuesday afternoon at the following times in the year:

Autumn Term:	Year 5
Spring Term:	Year 4
Summer Term:	Year 3

To take part in swimming lessons, children are required to wear a one-piece swimsuit. Boys should wear trunks, shorts are not permitted, and girls should wear a full swimsuit, no bikinis. To take part, children are also required to wear a swimming cap (compulsory). Googles are only required if your child has a medical condition.

Arrangements for Admission

We welcome enquiries from prospective parents / carers. It is always possible to make an appointment to view the school and talk with either our Headteacher or Deputy Headteacher.

Application forms for admission are available on the Sefton Council website or from Sefton's Admissions Office, although guidance is available from the School Office. These links are available on our website.

There are various meetings and visits for Reception children for both Parents / Carers and children, most of which occur during the Summer term prior to children starting school in September. You will be advised of the dates of meetings and visits in our starter park.

Children usually enter our Reception class in the September of the school year during which they will become 5 years old.

Parents / carers of older children who are considering transferring to our school are welcome to make an appointment for a visit and to discuss arrangements with the Headteacher.

Details of Admission Policy / Criteria are available on our website; we work in partnership with the Local Authority who are responsible for all admissions.



Nursery / Reception Transition

Children's introduction to school is such an important stage of development both for themselves and for their Parents / Carers. At Kings Meadow Primary School we recognise the importance of this stage for setting the climate, the standards and the expectations for the rest of your children's education. Our Early Years curriculum, based soundly around 'Areas of Experience', is designed very much to take account of this important stage in a child's life and we therefore place a high value on the role of the Foundation Stage teachers as they aim to provide continuity between the two phases.
Arrangements are made for the teachers to visit nurseries and the home setting during the Summer term. A date and time is pre-arranged in order to give Parents / Carers notice of this visit.

More Able Pupils

At Kings Meadow Primary School we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning to support any of our children who are more able in specific subjects. The children are set more challenging targets in core curriculum areas and are also provided with a wide range of opportunities across the curriculum, both in and out of the classroom.

Special Educational Needs Provision

At Kings Meadow Primary School we aim to provide a caring and positive environment for the learning, social and emotional needs of all of our pupils. Our children are all individuals and many have additional needs at different times of their school career.

We operate a SEND policy that, in line with Sefton's guidelines, provides a graduated response to children's needs. The children are constantly monitored and reviewed and staff are quick to share concerns, about lack of progress or emotional and social needs, with parents and our SENDCo.

Children's needs are best met when we work in partnership and we strive to develop good partnerships with parents, staff and outside agencies to provide the very best available support for the children. Many children have 1:1 or small group support that is tailored to them as individuals. To do this we take extensive advantage of the network of outside agencies available to us in Sefton and make full use of the allocated funding for special needs. Reviews with Parents / Carers and other involved professionals to share progress, targets and concerns happen regularly. Our detailed

offer for children with Special Educational Needs & Disabilities (SEND) can be viewed on our website.

For more curriculum SEND information, please see the Adaptive Teaching section in the CRACKING Curriculum section of this document.

Child Protection - Safeguarding

Schools have clear duties and responsibilities under the Local Authority Safeguarding procedures. Schools are well placed, because of the day to day contact with children to observe any outward signs such as changes in behaviour or failure to thrive. These signs may indicate neglect or ill treatment and the school will follow Sefton's guidelines to ensure the well-being of the children. The guidelines very much encourage partnership with parents / carers though in cases where the safety of the child may be prejudiced, the school will act for the child. The School Designated Officers for Safeguarding are Mrs. Lineton (Headteacher) and Miss O'Brien (Deputy Headteacher / SENDCo).

Looked After Children

Children in the care of a Local Authority have a very special place in our school. A designated teacher has been assigned to develop partnerships with carers and social workers. Each looked after child's Personal Education Plan (PEP) identifies individual targets, strategies and time scales, their aims being to ensure that the educational attainments of all young people in our joint care more closely match those of their peers.

Data Protection

At Kings Meadow we are required to keep and process certain information about our pupils in accordance with our legal obligations under the General Data Protection Regulation (GDPR).

The school may, from time to time, be required to share personal information about its pupils with other organisations, mainly the Local Authority, other schools, educational bodies and potentially social services.

Our Data Protection Policy, and associated documents, are located on the school website if you would like to see how the school complies with the principles of the GDPR.

Behaviour and Discipline

Discipline in our school is based on a very positive approach. This has been developed through partnership with children, parents / carers, teachers, governors and welfare staff.

At Kings Meadow we have a set of 'Golden Promises' that we expect all members of our school community to follow. At Kings Meadow we promise to: **Be Kind; Work Hard** and **Always try our best.** These promises ensure everybody in our school community can succeed and be happy. Regular celebration assemblies are dedicated for the praise and recognition of children who have made particularly noteworthy achievements. Parents are personally invited to attend and witness the presentation of badges.
As well as the rewards above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'crowns'. Crowns may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort;
- Displaying good manners;
- Displaying a caring attitude towards others, etc.

A 'crown' can be awarded by any staff member to any child at any time. Commendations and awards are recorded on each child's individual 'Crown Card'. Children should aim to achieve a Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year. Children achieving awards within this timeframe also receive a letter home informing parents of how well they are doing at school.

Bullying is not tolerated in our school and we have drawn up a clear set of guidelines for managing this. Copies of our policies are on the school website.

Please read these documents, as we believe their consistent implementation to be crucial to the development of the most conducive atmosphere for the children's learning and therefore to the continuing improvement of the educational standards reached by the children in our school.

The successful implementation of the policies depends on the wholehearted commitment of each and every parent, carer and every member of staff. Their guiding principle is that positive recognition of good behaviour is the way to motivate pupils to succeed.

Attendance

Kings Meadow Primary School is committed to providing excellence for children of all abilities. High attendance and good punctuality is essential for children to work to their potential, be successful and benefit from the opportunities available to them at the school. For our children to gain the greatest benefit from their education it is vital that they attend regularly.

Achieving high attendance is a necessity in preparing a child for future working life as an adult. Children should be at the school, **on time and every day** that the school is open unless the reason for the absence is unavoidable.

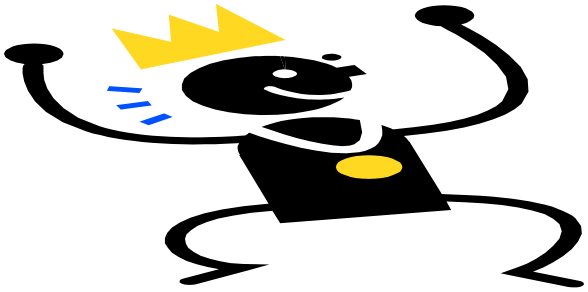
Good attendance is important because:

- Statistics show a direct link between under-achievement and poor attendance;
- Children who attend regularly make better progress, both socially and academically;
- Children who attend regularly find school routines and school work easier to cope with;
- Children who attend regularly find learning more satisfying;
- Children who attend regularly settle into High School more easily.

If a child is absent parents should:

- Contact the school between 8.15-8.45am on the first day of absence; the dedicated telephone number is 01704 578512. You must speak to a member of our school admin team.
- Parent/carers may also call into the school and report to office staff, who will arrange for a member of staff to speak with them.
- For absences that extend to a week (5 school days) some form of medical evidence is required; this can be in the form of a Doctor's note/copy of a prescription/sight of prescribed medication, etc.

We have a dedicated member of staff who monitors attendance. She is available to support with any issues regarding your child and their attendance or punctuality. If we have not heard from you regarding an absence you will be contacted for an explanation so that we can ensure our records are accurate.



Accidents and Illness



Please do not send your child to school when he/she is unwell.

If your child is taken ill in school we will contact you. It is vitally important therefore, that we have at least two emergency contact telephone numbers, which will be available throughout the school day. Failure to contact a parent in an emergency could result in emergency treatment being delayed.

If your child needs medicine in school, appropriate documentation must be completed in the school office. All medicines must be handed into the school by the parent / carer of the child.

If your child needs to use throat sweets please advise the class teacher in writing.

Children occasionally come to school with notes asking if they can stay in at playtime. Arrangements can be made for your child should we deem that this provision is necessary.

Our School Nurse runs regular virtual drop-ins for parents / carers. These are helpful for advice should you have any health or hygiene concerns regarding your child.

School Meals

The School has a purpose-built kitchen and meals are cooked on the premises and are excellent value for money.

Payment for school meals is collected each week on a Monday by the class teacher or you can hand it straight in at the school office. Please place the money in an envelope with your child's name and class on it. The current cost is available from the school office / Charging Policy.

If children prefer, they may bring a packed lunch. These are collected in the morning and stored in a fridge in our dining hall until lunchtime. We actively encourage healthy eating but the contents of the packed lunch are entirely a matter for parents / carers. Glass bottles, fizzy drinks and sweets are not allowed for obvious reasons.

Free School Meals

Children in Reception, Year 1 & Year 2 now automatically qualify for free school meals. If your child is in KS2 please use the chart below to see if you could receive free school meals.

Type of Income	Free School Meals
Income Support	Yes
Job Seekers Allowance (income-based)	Yes
Employment Support Allowance (income related)	Yes
Child Tax Credit ONLY provided you are not also entitled to Working Tax Credit & have annual income of less than £16190.00	Yes
Universal Credit & have a net household income of less than £7400 per annum (616.67 net each month)	Yes
Guarantee element of State Pension Credit	Yes
Support Under Part VI of the immigration & Asylum Act 1999	Yes
Working Tax Credit (even if you are means tested out and don't receive payment) & have an income of less than £16190.00	No
Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)	Yes

If you think you qualify, please see a member of staff in the school office who will give you advice on how to apply.

If your child is entitled to Free School Meals they will also benefit from Pupil Premium funding. This additional funding is given to school to support those entitled children. For a breakdown of this funding and how we spend it at Kings Meadow please see the school website.

School Milk

Nursery & Reception children are entitled to receive school milk. The milk is delivered each morning and given to the children at break times.

Tuck Trolley

Our PTA operate a healthy tuck shop every Thursday at playtime (Year 1-6). Proceeds from the sale of tuck are used to support school initiatives. Nursery & Reception have a daily snack-time.

Kings Kids Breakfast & After School Clubs

At Kings Meadow we understand that parents in our school community require childcare that provides a quality service and is affordable, both before and after school.

The school offers a Breakfast Club in the school nursery from 8.00-8.45am every day. Also, 'Footprints @ Kings Kids' Childcare provider offers high quality 'wraparound' childcare from the end of school until 6.00pm in the Family Wellbeing Centre. Both clubs offer a range of active, stimulating and restful activities for children attending school.

The benefits of a child attending 'wraparound' care are numerous, including improved self-confidence, social skills, an improvement in academic achievement and an acquisition of language skills.

The clubs offer:

- Safe and secure child care, staffed by experienced and qualified staff;
- A range of activities and play equipment that complements the school curriculum;
- The opportunity for children to socialise and play with other children.

The clubs are committed to building confidence and developing a child's skills, with an emphasis on promoting a child's right to leisure, play and recreation. As such, the activities that the clubs provide will be based on a varied menu, with the intention of elevating creativity, confidence and self-esteem.

Activities at the after school club include:

- Arts and crafts
- Sports and games
- Food technology
- IT classes and games
- Homework support
- Healthy activities

The clubs both provide healthy meals or snacks, the charge for which is covered in the attendance cost. The safety of the child is paramount, so collection of the child

at the end of the day needs to be by parent or guardian or a specified named responsible adult.



Charging:

Breakfast Club

The Breakfast Club is run on a drop-in basis from 8.00am until 8.45am. Registration is required. Charges are available from the School Office.

After School Club

The After-school Club operates from the Family Wellbeing Centre. Details and charges are available from the School Office.

A booking system is in place for Kings Kids Clubs. If you wish to book a place or have any queries, please contact ○First Steps on 0151 6650160 or 07952635458 Registration is required.

Homework Policy

Children at Kings Meadow Primary School work a very long day for primary aged children. Despite this, we believe that a little homework is still beneficial.

Our policy is to set homework across all Key Stages. We do this because we believe that children benefit more from school when parents / carers are involved in the learning process with home and school working together.

Homework may include:

- Learning of spellings
- Learning of multiplication tables
- Home Learning projects linked to our CRACKING Curriculum
- Completing unfinished work or projects

The amount of homework increases and the demands become greater as the child progresses through the school, in line with ability.

N.B. Extra homework may be set to meet the needs of an individual child. A date will be given stating when the homework should be returned.

We also encourage all children to read at home or to share a book with an adult at home on a daily basis. This is vital in helping children to learn to read and develop their empathy / emotional well-being.

Helping at Home

There are many ways in which you can help your child at home and some suggestions might include:

- Talking about the day in school
- Being positive about school
- Letting children help with baking, shopping, DIY, etc
- Watching TV together and talking about the programme
- Restricting the amount of iPad / TV time and encouraging reading or other activities that are active rather than passive
- Telling the children about themselves, their relatives etc.
- Playing games such as Dominoes, Ludo, Scrabble, etc.







Governors

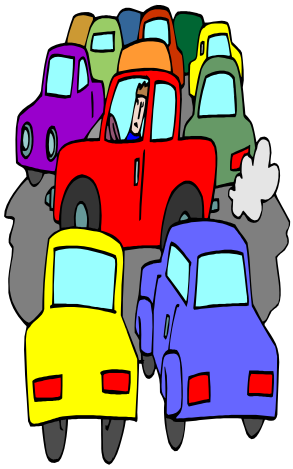
The governing body is a group of elected parents/carers, elected staff members, representatives from the Local Authority and interested parties co-opted from the local community.

Governors play a very important part in the life of the school and their main aim is to offer support and advice to the Leadership Team and to act as a 'critical friend' when discussing policies and issues relating to the School Development Plan.

Meetings of the whole governing body take place half termly to discuss school policy and developments. Areas broadly covered include Curriculum and Standards, Resources including Finance, Staffing and Premises and Pay & Performance.

Governors also take on responsibility for special areas including Safeguarding, Attendance, Curriculum, Data Protection and Special Educational Needs & Disabilities.

Parking



Unfortunately, parking is restricted around the school. Please do not stop or park on the zigzags, even for a short time, to drop off or pick up children.
We also ask that all parents and visitors to respect our local residents by parking safely and courteously in the roads around Meadow Lane.
Please help us to keep our children and community safe by parking and driving carefully.

Bicycle Safety

The riding of bikes and scooters to school is actively encouraged but we do ask that families accept certain responsibilities if they wish to use our bicycle storage facilities. These conditions are that:

- **Children must possess a helmet and must wear it at all times when riding their bicycle;**
- **Children must ride their bicycle to and from school in a safe manner, adhering to the laws of the road;**
- **Children must park their bicycle appropriately within the bicycle shelter;**
- **Bicycles must not be ridden at any time on the school premises (children must dismount at the Meadow Lane gate and walk the bicycle to the rear shelter);**
- **The school will not accept any responsibility for damage to, or theft of, the bicycle (or any accessories) on school premises. The bicycle and its equipment are therefore left entirely at your own risk.**

No Dogs Policy



In the interests of child safety and hygiene, no dogs are allowed on the School premises except guide dogs & other support dogs.

No Smoking / Vaping Policy

Whilst we recognise the rights of all members of our school community to make individual choices, it has been decided, for a range of reasons, that Kings Meadow Primary School will operate a No Smoking / Vaping Policy.



Lost Property



The school has a collection of lost property which is kept in the main reception. Parents/Carers are welcome to look through the collections at home time and before school.

Most lost property is unnamed. Please regularly check that children have their clothes clearly marked.

N.B. While we do all that we can to encourage children to look after their belongings and do our best to provide secure areas for them, the school does not accept any liability for damage, loss or theft of clothing, money or personal property.

Charging & Remissions Policy

The 1988 Education Reform Act does not permit the financing of educational school visits by compulsory contributions if the activity takes place wholly or mainly (i.e. over 50% of its duration) during school hours. However, voluntary contributions should be sought. The Governors therefore, have adopted a voluntary contribution policy. They stress that no child should ever be excluded from such an activity, but point out that in the event of insufficient funding for a particular activity from such a policy, cancellation may be necessary. Our full Charging Policy can be found on the school website.

Complaints Procedure

Any concerns you may have, must be directed in the first instance to the class teacher. An appointment can be made with the Headteacher, or other Senior Leader, to discuss the matter further if required.

We would always hope to agree on how to resolve any concerns, however, if this does not prove possible a parent / carer has the right to have a complaint investigated and considered by the Governing Body of the school.

The Headteacher will supply details of how to proceed in such circumstances. The Complaints Policy is also published on the school website.

In Conclusion…

We hope that you have found the information in this guide to our school both useful and interesting.

There is, of course, much more that could be written. You are more than welcome to call in and see us, or make an appointment with the school office for a longer visit and a look around. Often you get a 'better feel' for a place by visiting in person rather than reading about it.

Our school policies, newsletters and additional information are all available on the school website; www.kingsmeadowprimary.co.uk

We also have a social media accounts on Instagram for the whole school, including Nursery, *kingsmeadow_primary* and *kingsmeadow_rainbows* a SEND account offering support & signposting for parents & carers. Please follow us for information and school updates.

We look forward to welcoming you into our school community.