



Prospectus 2024/2025

Conway Primary School

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Welcome

This Prospectus has been put together by the children, staff, governors and parents of the school. We hope it helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. All schools have their own distinctive 'feel' which makes each one unique. We believe that the 'special feel' at Conway Primary is to do with our caring, friendly atmosphere. Our school continues to develop in many exciting ways, providing a rich and quality experience for our pupils. Over the last few years we have been over-subscribed by local families wanting a place for their son or daughter to start in our Nursery and Reception class.

The school was last inspected by Ofsted in 2022 when we were judged to be 'good' in all the key areas of inspection, and in our overall effectiveness of provision. The Inspection Report said, *'This is a friendly and stimulating place for pupils to learn. Pupils come to school enthusiastically. Families and pupils feel that staff care about them and are attentive to their needs. They are proud to belong to the diverse school community. The curriculum includes plentiful opportunities for pupils to learn about the different views and experiences of others'*. Inspectors commented, *'Pupils speak excitedly about their learning. They clearly enjoy studying a broad curriculum. Pupils progress well through the planned curriculum as they move from Nursery to Year 6'*. The full Ofsted Report is available on the School's website.

I am extremely proud to lead a team that is committed to achieving high standards and providing the very best opportunities for the children in our care. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

The best way to find out about our school is to come and visit, to see us in action and meet staff and children. A telephone call to the school office on 020 8854 0897 is all that is needed to arrange this.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Yalini Carlsson-Ruban

Headteacher



About our school

OUR VISION

“Inspiring Minds”

Our vision for Conway Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community.

CONWAY PRIMARY SCHOOL WILL BE A CENTRE:

- For learning where high standards are pursued with consistency and enthusiasm
- Where individuals are valued and helped to achieve their personal best.
- Where effective partnerships secure the success of the school.

OUR ETHOS

Conway Primary School serves its community by working in partnership to provide an education of the highest quality. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Through our aims and values we promote and endorse the Government’s aim for every child, whatever their background or their circumstances, to have the support they need to:

- Be Healthy
- Make a Positive Contribution
- Stay Safe
- Enjoy and Achieve
- Achieve Economic Well-being

OUR VALUES

British values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

AT CONWAY PRIMARY SCHOOL OUR CORE VALUES ARE:

FRIENDSHIP

We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.

RESPECT

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people’s circumstances and backgrounds.

RESPONSIBILITY

Take responsibility for the way we lead our lives; how we use our talents, rights and opportunities.

PERSEVERANCE

Maintain a ‘can do’ attitude and aspire to achieve goals.

KINDNESS

Show care and concern, and exercise goodwill towards others.

OUR AIMS

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever changing world.

CELEBRATE SUCCESS

Nurture self-esteem through the celebration of children's achievements.

VALUES CENTRED

Promote British values, and foster positive attitudes to all people, races, religions and ways of life.

DYNAMIC & INNOVATIVE

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

ACCOUNTABLE AT ALL LEVELS

Promote collective responsibility for raised standards and improved pupil outcomes by ensuring that everyone understands their role in contributing to the success of the school.

LEARNING CENTRED

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

COMMUNITY ORIENTATED

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

HIGH EXPECTATIONS

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

CARING AND SUPPORTIVE

Create a happy, caring and supportive environment based on a spirit of co-operation between the school and the local community. Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

INCLUSION

Treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

WELL ORGANISED AND SYSTEMATIC

Embed consistently applied policies and practices that ensure the effective day-to-day running of the school and support strategic leadership and management.

About our school



Our school building, like many within London, is from the Victorian Era. Spacious and on three levels, all classes have ample space with a bright airy feel.

The school site boasts a large playground equipped with Jungle Gym Play Apparatus and an Astro Turfed area where children are able to play games under the shade of our trees.

ORGANISATION

Children are entitled to spend up to five terms in the Nursery, accessing morning or afternoon sessions (mornings: 8.30-11.30am, afternoons: 12.15-3.15pm) from the start of the term after their third birthday.

Children spend seven years at primary school.

Age	Stage
3 - 4 years Nursery	Foundation Stage
4- 5 years Reception	
5- 6 years Y1	Key Stage One
6- 7 years Y2	
7-8 years Y3	Key Stage Two
8-9 years Y4	
9-10 years Y5	
10- 11 years Y6	



We have 60 places in each year group through KS1 and KS2. Within our EYFS department, our Nursery offers both AM and PM part-time places for up to 60 children.

Care is taken to ensure classes are mixed in terms of age, gender, ability, behavior, attitudes and confidence, and special educational needs. We encourage professional development and our staff are all highly qualified. Teachers have half a day each week to support their planning and assessment.

What OFSTED had to say

The school was last inspected in September 2022, when it received a 'Good' rating.

"This is a friendly and stimulating place for pupils to learn. Pupils come to school enthusiastically. Families and pupils feel that staff care about them and are attentive to their needs. They are proud to belong to the diverse school community. The curriculum includes plentiful opportunities for pupils to learn about the different views and experiences of others."

Parents in partnership

We welcome parents and carers into Conway Primary School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. List 99 and DBS checks are carried out on all adults working in school including regular volunteers.

If you are able to help, please talk to your child's teacher.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through newsletters, school app, Social media, questionnaires, workshops and informal social events. Parents are regularly invited to assemblies, and to Parents' Evenings each term. We also hold Open Classroom events which is an opportunity for parents to come into school and view their child's work as well as being able to talk to the class teacher about their child's progress and ways of supporting learning at home. Every year parents and others are invited to attend our Annual Open Day and Sports Day as well as children's performances.

Staff are always happy to meet with parents and carers to talk through any concerns.

The school has a Home School Agreement to support the positive partnership between home and school, and foster shared dialogue. Parents and others are involved in policy development through consultation and working parties.

The School's website has a wealth of information including newsletters, curriculum information and copies of key policies.

BECOME A GOVERNOR

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Local Authority and the local community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to meetings of the full Governing Body.

If you are interested in becoming a school governor, please contact Mr Steve Piper, Chair of Governors governors@conway.greenwich.sch.uk to find out about any vacancies and ask for a Governor's Information Pack

joining the school

ADMISSION ARRANGEMENTS

Administration of admission arrangements to Local Community Schools are dealt with centrally by the Royal Borough of Greenwich. Detailed information and on-line application can be found at the following web address

www.royalgreenwich.gov.uk/admissions

Completed forms, or online admissions must be returned to the School Admission Team or first preference school by the submission date in the Autumn Term prior to starting.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. In the case of Conway Primary School this is 60 in each year group.

The schools admission levels are set by the Local Authority (LA) and agreed with Governors and Headteacher. If the number of children wanting a place is below the set figure, your child will be offered a place.

There may, however, come a point when there are too many children of that year group for them all to be given a place. If a place is not available on application, you have the right to appeal to Royal Greenwich Education Authority. Appeals are heard by an independent panel. A Guide to Admission Appeals can be obtained from the Admissions Team via the Council website:

www.royalgreenwich.gov.uk/admissions/appeals

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding

In the term prior to their entry, pupils are invited into school for visits. This helps them become familiar with the surroundings and routines of school. During this period, there are meetings for parents to discuss our partnership with you and talk about any concerns you might have.



Pupils will be admitted to Conway Primary School in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right

foundation for good future progress through school and life.

At Conway Primary School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child. At the start of each new school year, class teachers run workshops about the curriculum and how parents can support their child's learning at home.

JOINING THE SCHOOL LATER ON

Sometimes children join the school later on in their school life. Your child will be warmly welcomed into the Conway family. We will assign them buddies to assist them to quickly build a friendship circle and so they can find their way around the school. The teaching and learning team will take time to meet with you to get to know you and your child thus ensuring their time here is a great learning experience. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from their previous school, enables children to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

MOVING ON - TRANSFERRING TO SECONDARY SCHOOL

At the end of primary school, children transfer to a secondary school. If your child is due to transfer from primary to secondary school in September 2025, you need to apply for a secondary school place. The deadline for applications is **31st October 2024**.

If you missed the closing date, you'll still need to apply online.

Secondary school admissions booklet available on line. You can apply for up to six secondary schools, listing them in order of preference.

Consider each school's admissions policies and previous years' application rates to see whether your child is likely to be offered a place.

Your preference schools can be in Royal Greenwich or in other areas, but they can't be independent (fee paying) schools.

You don't have to list six schools, but the more

schools you list, the better your chances of being offered a place at one of them.

How to apply

You can apply for schools in any area. If you live in The Royal Borough of Greenwich, you need to apply through us. If you live in another borough, you need to apply through your home authority even if you wish to apply for a place in a Royal Greenwich school.

If you have an older child or children already attending the school, you must make this clear on your application.

Some schools use a banding system to make sure that the school has, as far as possible, an even balance of pupils of different abilities. You don't need to provide any information about your child's ability. The Local Authority will work this data out for you.

The easiest way to apply is through the eAdmissions portal – it's quick, easy and secure - and it's the fastest way to hear the results.

View guidance on how to make an online application (eAdmissions website)

Please make sure that you rank your preferences in the order you genuinely want them to be considered. Any changes you wish to make to your preferences after the closing date will only be considered when all applications, including those submitted late, have been processed.

If you'd rather complete a paper form and you live in Royal Greenwich, you must use the Royal Borough of Greenwich's common application form.

The curriculum

The School curriculum comprises all learning and other experiences that we plan for our pupils. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full.

At Conway Primary our curriculum comprises all the learning and other experiences that we plan to meet the needs and interest of our pupils. It is constantly evolving to develop the skills needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future. Our aim, to provide a dynamic and innovative

curriculum that challenges, excites and inspires children to become successful and confident learners, and achieve their best, is the main driving force behind how we design and deliver our curriculum.

The school's curriculum promotes and sustains a thirst for knowledge and understanding, and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical and emotional well-being, and their spiritual, moral, social and cultural development.

Our curriculum is planned in themes, with topics chosen to capture the interests and imaginations of our children. Each theme includes a Curriculum Topic Day which is designed to engage and motivate children in their learning. Skills-based learning is developed by linking subjects such as history, geography, art, design technology and music to the topic being studied. This allows children to make purposeful links in their learning. We also use every opportunity to make further links through reading, writing, maths, science and computing where relevant. PE, RE and PSHE are often taught as discrete subjects to allow coverage of the main objectives and age appropriate skill development.

In addition to our exciting and stimulating themes, we also provide further opportunities to enhance children's learning wherever possible. These include:

WHOLE SCHOOL THEMED DAYS/WEEKS

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include – Anti-

bullying Week and Safety Day, Creative Arts Week, World Book Day, Black History Day, Sport & Health Week, Mini- enterprise Week, Fair Trade Fortnight, Science Day, Cultural Day, Community Day, European Day of Languages, National Museum Day, RE Days... and more!

EXTRA TUITION

We provide free tuition sessions after school and through the summer and Easter school holidays for targeted children in key year groups.

The tuition sessions will be completed in small

groups, of no more than 8 children, where specific targets are set for the duration of the tuition.

The aim of the tuition is to accelerate children's learning in the core curriculum areas of Reading, Writing and Maths.

EASTER & SUMMER SCHOOL

We hold free tuition sessions during our Easter and summer holidays. This extra support is given to children in Year 6.

Our revision sessions are carefully structured to address areas that children find difficult in class. Teachers will spend time supporting children in these areas. We believe that the extra input they receive will improve their learning and support them in achieving their full potential in the forthcoming National Tests.

REFLECTION – MINDFULNESS

We set aside time within the school day for the

whole school community to reflect and encourage mindfulness. This has proven an effective technique that allows our children to develop better concentration and a deeper sense of self-awareness.

The exercises practiced are simple enough for any child to perform. In mindful hearing, for instance, children listen to calming music that encourages meditation. Constantly practicing mindful hearing helps a child to settle down before working on their tasks ahead.

VISITORS INTO SCHOOL

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community and children have the opportunity to work alongside artists, musicians, authors, health professionals and other providers.



EDUCATIONAL VISITS

School trips and visits are an integral part of the education of children at Conway Primary School. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions. We are lucky in Greenwich to be local to various Wide Horizon Centers, Greenwich

Park and the Royal Naval Museum which provide a rich and inspirational learning resource.

EXTRA CURRICULAR CLUBS

As a school we offer pupils opportunities to participate in extra-curricular activities after school. At any time, a wide range of clubs is on offer – our programmes of clubs and activities available is revised termly depending on the time of year and other commitments children may have.

LATE NIGHT PROVISION

In support of our working parents the school now offers a club from 3.00pm to 6pm where children can access various activities, receive a freshly prepared snack and have the opportunity to complete homework. For further details, please see the school office.

PE & SPORT

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At Conway Primary children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit.

ASSEMBLIES

KS1 and KS2 pupils come together on a weekly basis to participate in singing and achievement assemblies.

MUSIC, ART, DRAMA & DANCE

We provide opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents.

OPPORTUNITIES TO VOLUNTEER

At Conway Primary we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and

work of the school. These include elected representatives on our Children's Council, Team London, Support Squad, School Transport & Road Safety Team (STARS). Pupils can also apply and be interviewed for positions such as Prefects, Playground Leaders and Librarians, and within classes children can volunteer to take on various responsibilities ranging from lunch duties, to collecting and distributing registers, to helping with the organisation of equipment.

Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be, and rising to the challenge that additional responsibility brings.

HOMEWORK

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills

and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on literacy and numeracy to reinforce and consolidate skills taught. In addition, children have Easter & Summer Homework Packs

Our Homework Policy is available on the school website.

OUTDOOR LEARNING

Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum.

Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom including undertaking fieldwork and enquiry based-work in the local area.

Early years curriculum

The Early Years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

We need to ensure that our children enter school having established solid foundations on which they can build. Children will start in our Nursery Class having had a range of different experiences. Within the Nursery Class and Reception Year, learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

In the Nursery Class and the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

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.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and

develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

Literacy Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Safeguarding statement

At Conway Primary School we are committed to safeguarding and promoting the safety and welfare of all our children.

Safeguarding is everybody's responsibility. This safeguarding statement applies to all staff, governors, volunteers, and other adults working in, or on behalf of, our school. It is an over-arching document that brings together all our safeguarding policies and procedures, including our Safeguarding Policy which can be found on the school website.

All school staff undertake annual child protection training, and children are made aware of the adults they can talk to should they have any concerns. We know how important it is to listen to our pupils and take seriously what they tell us. All staff are trained to look out for signs of physical/emotional harm or neglect and are required to report these to the Designated Safeguarding Lead (DSL). On occasions where our concern about a child means that we have to consult other agencies, we ensure that these concerns are discussed with parent/carers first in line with our Safeguarding Policy.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.

Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.

- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her Child Protection Plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.
- Have a Safeguarding Team comprising the Headteacher, Assistant Headteachers and the School Business Manager

If you would like to know more about our policy or procedures for Safeguarding, please speak to Kelly Barham, who is our named Designated Safeguarding Lead.



TOGETHERNESS IS STRENGTH

Inclusion and equality

EQUALITY

At Conway Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers
- Children or staff who are gay or lesbian
- Pupils who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

- As a school we try to ensure that disabled pupils can play as full a part as possible in school life. We implement accessibility plans, which are aimed at:
 - Increasing the extent to which disabled pupils can participate in the curriculum.
 - Improving the physical environment of the school to enable disabled pupils to take

better advantage of education, benefits, facilities and services provided.

- Improving the availability of accessible information to disabled pupils and their families.

BEHAVIOUR

At Conway Primary we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring church school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in the principles of our Code of Behaviour:

- Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.
- Every child in our school is valued. Abuse of any kind will not be tolerated.
- We strive to develop the full potential of every individual in our school, therefore, we do not accept discrimination in any form.
- Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly if it ever occurs.
- All children should respect school property and the property of others.

Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work, and contributions towards the school community.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and

followed up in accordance with our Anti-Bullying Policy which is available via the school's website.

Supporting pupils with SEND

At Conway Primary we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academically more able.

Children succeed highly at our school where excellence is encouraged and celebrated. The school enjoys a strong academic reputation. Children leave Conway Primary School highly literate and numerate. Our End of Key Stage 2 SAT results are consistently well above national and Greenwich averages, with a high proportion of children achieving at the higher levels. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is designed to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the

school adheres to the 2107 SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register.

With support from the Special Educational Needs Co-ordinator (SENCO), provision is carefully planned. Strategies to help support the child's learning and development is discussed with parents to develop a "Pupil Profile."

The SENCO is responsible for supporting, planning and monitoring interventions and Pupil Profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress.

Following discussions with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website. Kelly Barham, Assistant Head teacher, is the school's named SENCO and can be contacted via the school office.



Other information

SCHOOL UNIFORM

What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values. We have a smart but simple uniform that we encourage all pupils to wear.

This is a purple sweatshirt/Jumper, a white polo shirt and black/grey trousers/skirt or purple gingham summer dress. From KS1 there is the option to wear a school blazer and tie. School uniform, including blazers, ties, jumpers, sweatshirts, cardigans, fleeces, polo shirts, school bags, PE Shorts and PE t-shirts are sold at cost and can be purchased from the school office.

Sun hats and beanies are also available from the office, as are book bags and PE bags.

All items of uniform should be clearly named.

Children are asked to wear grey or white socks and sensible navy or black shoes - not trainers please.

Jewelry, other than watches, is not permitted and studs or sleepers only are to be worn in pierced ears.

PE & GAMES KIT

It is important for pupils to wear correct clothing for physical activities.

For PE children require a purple t-shirt and black shorts. For games activities outside, children need a purple t-shirt, black shorts and trainers. Track suits, preferably navy or fleeces (available for purchase from the school office) may be worn for games during winter months. All clothing should be clearly named.

Jewellery must not be worn for sporting activities and long hair should be tied back.

HEALTHY EATING

We are an accredited National Healthy School and are committed to promoting and monitoring healthy food at break and lunch times.

Different teaching styles and learning opportunities are offered to pupils to develop their awareness and understanding of healthier eating and basic food safety practices.

SNACK TIME

Children in the Foundation Stage and KS1 are provided with fruit & Milk every day as part of the National Fruit & Milk Scheme at no cost.

WATER

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill. Children, parents and staff speak highly of the benefits. There are also water fountains throughout the main school building and playground

SCHOOL MEALS

All pupils in Reception, Year 1 and Year 2 are offered a free school meal – we have an on-site kitchen, hot meals are prepared daily by our in house catering staff. Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day and govern all food and drink on offer within the school. We work with our meals provider, in liaison with parents to cater for any pupils with special dietary needs.

As we have a number of children and staff who suffer from nut allergies, we also ask that no products containing nuts are included in lunch boxes.

If you think your child is eligible for free school meals, please collect a form from the school office.

TRANSPORT

As part of our School Travel Plan, developed in conjunction with the Local Authority, children are encouraged to walk or cycle to school. A cycle shelter is available at school for bicycles and scooters to be left during the school day.

ROAD SAFETY EDUCATION

As a school we endorse the Local Authority policy on road safety education, which states that it is a parent's responsibility to train their child to cope with roads and traffic.

LOST PROPERTY

Naming all items reduces the risk! Any items of lost property are put in a central 'Lost Property Bin' in the school office - if your child has lost something then this is the place to check. We do keep lost property for a reasonable period of time; but it is often difficult

to identify items that are not named.

Displays of lost property are made at the end of each half-term.

ABSENCE

If your child is unable to attend school or nursery for any reason please telephone or e-mail the school office to let us know. If your child has sickness or diarrhea we ask that he/she does not return to school for 48 hours as this type of illness can be very infectious.

To encourage high levels of attendance, certificates are awarded to children at the end of the Autumn, Spring and Summer for 100% attendance; for 100% over the school year; and also are awarded to classes who achieve 100% attendance in any week. The school's attendance data for 2023/2024 is included at the end of the Prospectus.

PUNCTUALITY

The school day begins at 8.45am and we ask that children arrive promptly to ensure a positive start to their learning. Please ensure your child is not late for school. Children who arrive late are asked to report to the school office on arrival. Any late attendance is recorded on the end of year school Annual Report to parents.

HOLIDAYS DURING TERM TIME

From 1 September 2013 new DfE regulations came into force regarding leave of absence for children from school. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave. The School's Attendance Policy is available to download on our website.

TIMES OF THE SCHOOL DAY

Children should not arrive unaccompanied before 8.45 am when the school doors are unlocked, unless your child has Morning Tuition or Breakfast Club. Football and other games are not allowed before school because of younger children and adults' presence on the playground at this time. All children should be in their classroom by 8.50 am at the latest for a prompt start to the school day.

The school gates are locked at 8.55 am and reopened at 2.45 pm. Nursery children should be

collected from the front nursery entrance at 11.45 am for those attending morning sessions, and at 3.00 pm in the afternoon.

MEDICAL & OTHER ISSUES

When children start school parents are asked to complete a form outlining any medical history including any allergies suffered, that we should be aware of. It is important that this record including contact details is kept up-to-date.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can make contact in an emergency. All injuries are recorded.

MEDICINES

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

There may be times when children attending school need to take medication. Any such medicines needed by a child during the school day should be brought to school in the smallest practicable amount by the parent/carer, not the pupil, and be delivered personally to the Administrative Officer or Business Manager. These medicines must be in the original bottle/packaging in which prescribed, clearly labelled with the:

- Pupil's name
- Contents
- Dosage
- Date

Parents will be asked to complete a written request for the school to administer medication. Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request Form on their child's entry into school.

As children may need immediate access to their inhaler (Blue Relievers) they are kept on the child's person or in a safe and readily accessible place. Inhalers should be taken to sporting events and used prior to or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with

full information about their child's medical needs so that staff can exercise appropriate levels of care.



SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside.

School hats are available to purchase from the office or you may provide your own.

School staff are not permitted to apply sun cream to children, but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream which must be provided in a clearly named container.

SMOKING

We operate a no-smoking policy - smoking is not permitted anywhere within the school or grounds.

MONEY

We no longer accept cash within the school you can use our chip and pin service in person at the school or over the phone.

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Headteacher. If the complaint is not resolved, a formal complaint may be made firstly to the Governing Body and secondly to the

Local Authority. The procedure to register a complaint is available from the school's Administrator or on the website.

CHARGING POLICY

At Conway Primary we are constantly seeking to enrich the children's learning experiences through trips; by inviting visitors and experts to talk to the children; and by running activities and workshops. The children always feedback that these activities bring learning to life and are some of their most memorable experiences of primary school. Where possible, teachers look for free activities or apply for grants that will enable the school to provide enrichment opportunities at no cost to families. However, there are times where we will ask for Voluntary Contributions to ensure we can continue to provide educational trips and enrichment activities.

FAMILY SUPPORT

Please contact our Parental Liaison Officer– Jemima Gyampoh via the school office if you would like some advice on any aspect of parenting or child care and if there are any pastoral difficulties your child may be experiencing at home or in school.

THE SCHOOL DAY

RECEPTION - YEAR 6

08.45 School doors open (Children may arrive from this time)

08.55 Start of Morning Session

12.00 Lunch

13.00 Start of Afternoon Session

14.15 - 14.30 KS1 Play Time

15.15 End of School Day

NURSERY

Morning Session

08.55 Doors Open

09.00 Start of Session

11.30 End of Session

Afternoon Session

12.30 Start of Session

15.00 End of Session

Term and holiday dates 2024-2025



SCHOOL TERM DATES & HOLIDAYS 2024 -2025



TERM/HOLIDAY	FIRST DAY	LAST DAY
Inset day	Monday 2nd September 2024	Tuesday 3rd September 2024
Autumn Term	Wednesday 4th September 2024	Friday 25th October 2024
Autumn Half-Term	Monday 28th October 2024	Friday 1st November 2024
Autumn Term 2	Monday 4th November 2024	Friday 20th December 2024
Christmas Holidays	Monday 23rd December 2024	Friday 3rd January 2025
Spring Term	Monday 6th January 2025	Friday 14th February 2025
Spring Half Term	Monday 17th February 2025	Friday 21st February 2025
Spring Term 2	Monday 24th February 2025	Friday 4th April 2025
Easter Holidays	Monday 7th April 2025	Monday 21st April 2025
Summer Term	Tuesday 22nd April 2025	Friday 23rd May 2025
Summer Half-Term	Monday 26th May 2025	Friday 30th May 2025
Summer Term 2	Monday 2nd June 2025	Thursday 17th July 2025 Wednesday 16th July 2025—Nursery finish
Inset day	Friday 18th July 2025	Tuesday 22nd July 2025