

DORMERS WELLS PRIMARY SCHOOL

PROSPECTUS

Believe Aspire Flourish



DORMERS WELLS
PRIMARY SCHOOL

WELCOME

I am delighted to welcome you to our school and thrilled that you have chosen to find out more about us. Dormers Wells Primary School is part of a multi-academy trust (Dormers Wells Learning Trust) for 3-11 year olds. Pupils experience a nurturing and intellectually challenging environment, in which they feel valued and can learn successfully.

At Dormers Wells Primary School, our pupils are at the heart of all we do. All children should enjoy and actively engage in learning, so that they flourish socially and academically. We provide a broad and balanced curriculum that also supports your child's spiritual, moral, social and cultural development. In particular, we understand how healthy minds and bodies are important to your child's growth.

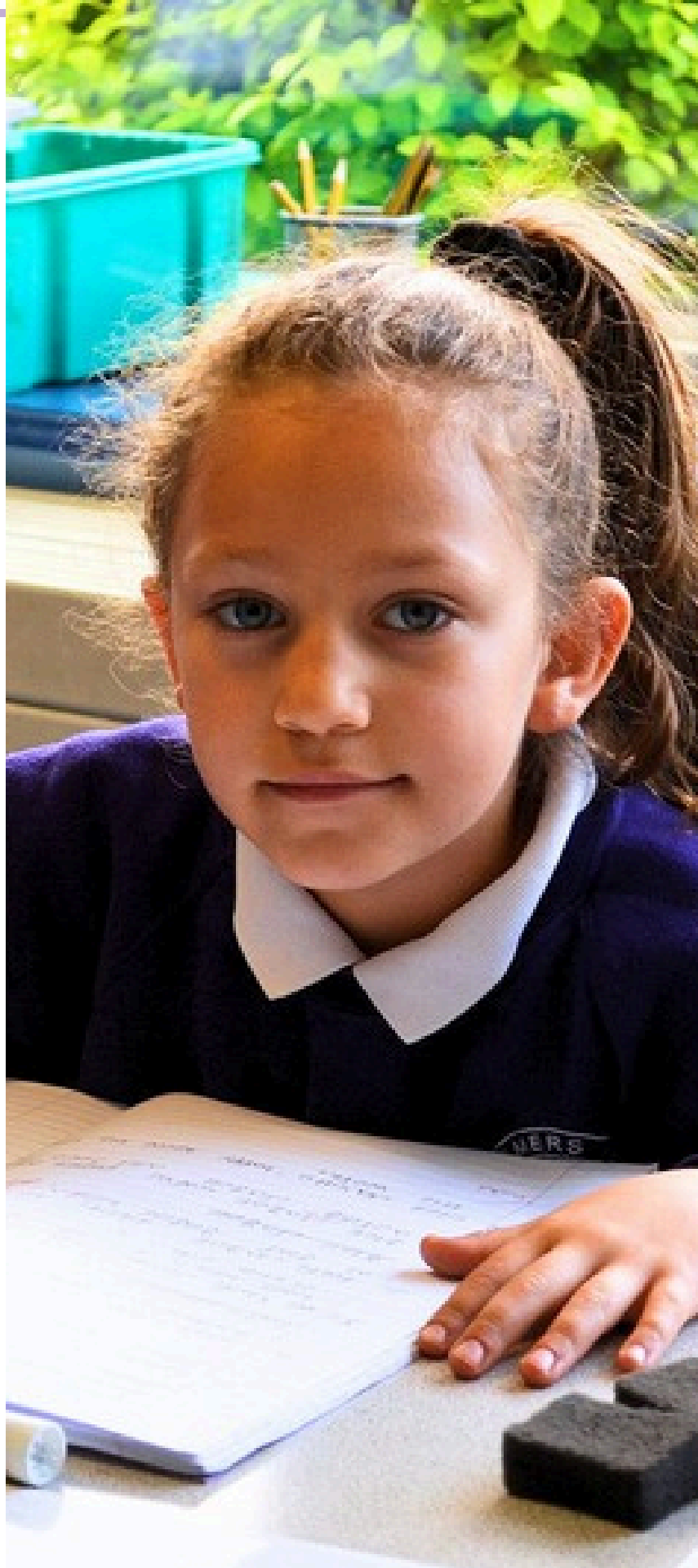
By providing a rich, exciting learning experience, we enable all our pupils to achieve success both now and in their futures, therefore fulfilling our school motto 'Believe, Aspire, Flourish'.

Above all, we are very proud of our school; its family ethos; our collaboration with parents and carers; the support that we provide to our families and the strength of our school community. This is what makes us special.

As the Headteacher of the school, I am lucky enough to work alongside a great team of teachers and support staff. Our dedicated team are committed to providing the very best for our children's learning, in a caring, safe and secure environment, with high standards.

We hope you enjoy exploring our website and you are warmly invited to visit the school. I feel confident that you too, will recognise that I am privileged to work in a school with amazing children and serve our diverse community.

Mrs Toni George
Head teacher



VISION AND VALUES



We understand the true value of Education, as a lifelong process. We aim to help the children to achieve their full potential and to acquire the concepts, knowledge, skills and attitudes that will equip them for life in a fast-changing world. We will inspire a love of learning and unlock the potential that lies within all our children, preparing them to be happy, successful and responsible global citizens in the future.

As a UNICEF RIGHTS RESPECTING SCHOOL, our values are aligned with the UNICEF Charter of the Rights of the Child. The children will be provided with enjoyable and stimulating learning experiences, in a secure and caring environment where each individual is valued and respected. We aim to provide each child with opportunities to experience success and achievement and to develop a positive self-image.

We strive to educate all our learners so that they, *BELIEVE*, *ASPIRE* and *FLOURISH* together.

Diversity- we celebrate our differences

Opportunity- we offer a broad, balanced curriculum and enrichment opportunities

Resilience- we don't give up, even when things are hard

Moral Values- we teach children how to live well and to do the right thing

Empathy- we understand the feelings of others and support each other

Respect- we treat others as we would like to be treated

Self-belief- we instil confidence, trust in ourselves and try new things

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FACILITIES



Dormers Wells Primary School offers a wide range of facilities, indoors and outdoors.

- A purpose-built dance studio
- Two assembly halls, one with a performing stage, lighting and sound
- An ICT suite with over 30 computer stations for student use
- Three trolleys of Chromebooks, laptops and tablets including iPad's
- Classrooms fitted with interactive whiteboards
- A millennium garden with allotments
- Extensive on-site multi sport playing field
- Multiple Use Games Area
- A large, beautiful garden
- A well resourced library
- A spacious dining hall that meets a range of dietary and cultural requirements, including vegetarian, halal and non halal menus.
- Classrooms are airy, spacious and flexible.
- Access to Dormers Wells Leisure Centre



CURRICULUM



At Dormers Wells Primary School, our learning is designed to provide a subject specific curriculum that is enriched, diverse, broad, balanced and relevant to our pupils.

We ensure learning is engaging and stimulating; inspiring a love of learning which sparks curiosity, independence, challenge and critical thinking. Children are encouraged to respect, nurture and celebrate their unique attributes while developing their wellbeing and a positive self-image.

To support our curriculum vision, the Year Lead and team of teachers have carefully put together a curriculum that is tailored to the specific age range and skill level of the children. Curriculum overviews, developed by Subject Leads, map out how subjects are taught from EYFS through to Year 6 ensuring progression between year groups. Specialist teachers deliver Music, MFL and P.E making sure that the breadth of the curriculum is taught to a high standard.



Educational visits, local field trips, visiting speakers and a wide range of extracurricular after school clubs contribute to the implementation of an enriched and engaging curriculum. Our curriculum has been informed by the latest research by educational advisors ensuring our curriculum is relevant and reflective of our community and prepares our learners for the wider world.

We strive to promote an ethos where all children are encouraged and supported and challenge is fully embraced. Quality first teaching, delivered and supported by our dedicated staff, enables all pupils to become independent, engaged, intellectually curious, life long learners.



"Pupils are extremely proud of their school. They are happy and safe. Leaders value their views and take them seriously. As a result, pupils have directly influenced improvements in the quality of education they receive."

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PASTORAL CARE

Our staff members work in partnership with parents and carers to help our students be happy and successful learners. Student progress is monitored closely and tracked, whilst parent partnership are nurtured through Parents evening and regular communication, ensuring every student feels supported both in school and at home. Additional independent guidance from TA's and other professionals is also available.

Home learning

The school believes home learning (home work) is very important. The amount to home learning increases steadily from Nursery to Year 6 and students are expected to develop organisational skills and independence. The curriculum aims to give students an ambitious, broad and balanced learning experience, through the development of linguistic, mathematical, scientific, technological, human and social, physical and creative skills.

Rewards

Rewards are widely encouraged through a merit system, reward trips, end of term assemblies, prize giving and celebration evenings. Conversely inappropriate behaviour is sanctioned.

Attendance

Children should be here every day. If you know your child is going to be away, you should inform the office before the day of absence. If your child is ill, please ensure you ring the office on the morning they are absent other wise this will be an unauthorised absence. We monitor attendance very closely alongside Ealing borough. Frequent absences will lead to further intervention and this may include meeting with the head/deputy head or the Ealings Education Welfare officer. It is a parent's responsibility to inform the school of the reason for a child's absence on the first day of absence. Absence for medical or dental appointments is allowed, but the school must be advised in advance and we ask to see the appointment card. Children can only be released from school during the school day in an emergency. The key to a good education is good attendance and good punctuality. Absences for specific purposes i.e. medical appointments can be officially recognised or authorised. Any absence not officially recognised is unauthorised. NO HOLIDAY LEAVE DURING TERM TIME IS EVER AUTHORISED. If your child's attendance falls below 90% the Education Welfare Officer for the school will be informed and can discuss this, however, if attendance does not improve then it is possible for parents to be fined. If your child is absent the school MUST be informed immediately. When you call us please state Child's name Child's class Reason for absence All absences are followed up with a phone call from our Attendance Officer. We also monitor lateness and if your child arrives after 9.00 as they will be recorded as late.

"Leaders are ambitious for all and have designed a curriculum that helps pupils achieve their potential. Pupils learn a broad range of subjects as outlined in the national curriculum."

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SCHOOL INFORMATION

Timings of the school day

Nursery

Morning: 8:30am-11:30am

Afternoon: 12:30-3.30pm

Reception to Year 6

8:45am-3.15pm

Please let the school know if your child/children will be late or absent, or if a different person will be collecting them.



Uniform

- Purple cardigan or cardigan with the school logo
- White polo shirt with or without school logo
- Black school skirt, tunic or trousers
- Winter- plain black tights or socks
- Summer-purple checked dress with plain white socks or tights.
- No mohawk style haircuts or haircuts with carved features
- For Sikh children who have uncut hair, coverings should be plain black or white.
- Plain black shoes or boots- no fancy designs; low heel.
- No open- toed sandals
- Black or white plain hijab
- Religious jewellery is permitted and ear studs, no hoop earrings should be worn
- No makeup or nail polish to be worn in school
- No hair dyed.

PE Kit

All children must wear their PE kits to school on their allocated PE day/s. The following is part of their PE kit:

- round neck plain white t-shirt with or without the school logo
- plain black shorts
- plain black jogging bottoms
- black plimsoles - please check regularly to ensure they fit
- black trainers - optional for outdoor PE

School uniform is available to purchase from **Fashion Mark**,
18 High Street, Southall, UB1 3DA



HEALTHY SCHOOL

We encourage students to eat our delicious canteen food. This is an easy way to get a healthy, well balanced meal into your day, for free, under the mayors free school meal provision. Students who eat canteen meals, have a variety of dishes to choose from every day, catering to all dietary requirements.

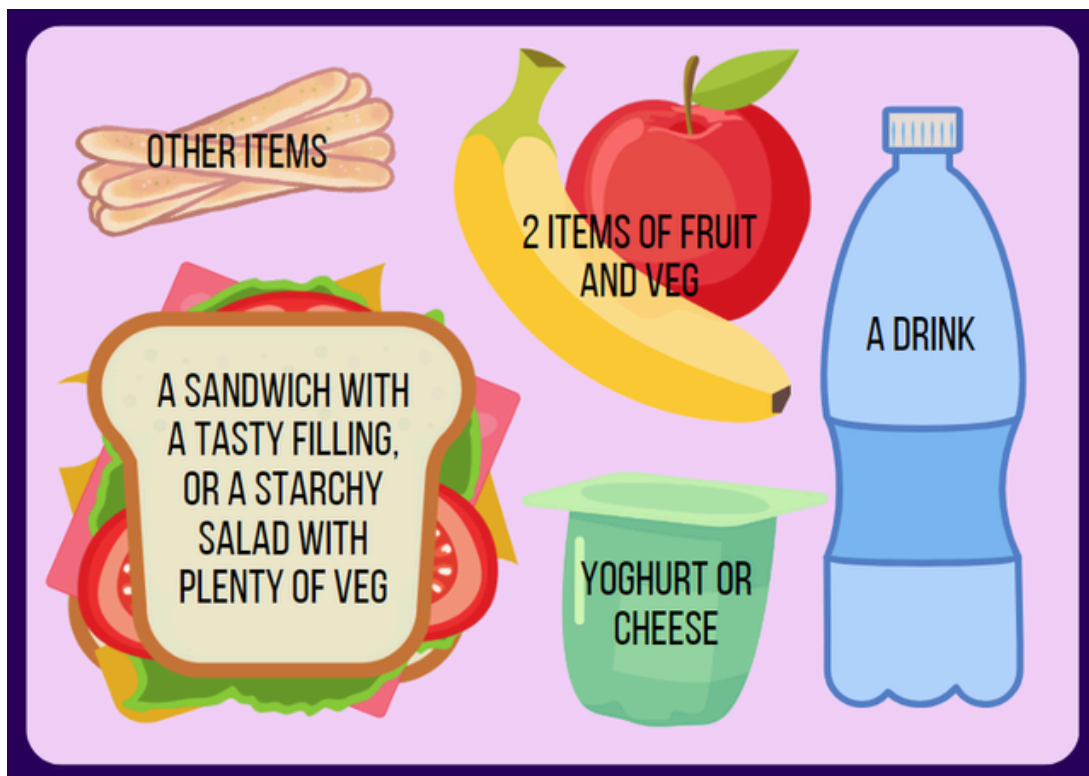
If you choose to have a packed lunch, you must follow our healthy school guidelines. A good food variety of foods will help to provide all the nutrients your child needs to grow and be healthy.

Use the lunchbox map to help you put together a tasty, terrific, and healthy lunch for your child. It shows you the types of proportions of different foods that can be included. Try to use lower fat, sugar and salt versions of food where you can. Fizzy drinks, sweets and chocolate are not allowed in school.

All children are encouraged to drink water and stay hydrated during the day. Every classroom has a drinking water tap fitted. Children can bring in a water bottle with a sports cap if possible (to minimise spillage). This can be refilled at the classroom tap or fountains. No water bottles are kept on tables and all bottles need to be labelled.

Please do not include nuts, nut products, glass bottles or glass containers.

Children who have a packed lunch, must bring their lunch to school in a clearly named lunchbox.



Lunchbox Item	A sandwich or starchy salad	Fruit and veg	Yoghurt or cheese	Drink	Other
You could include	bread, roll, wrap, pitta, bagel, potatoes, rice, pasta, couscous with lean ham, chicken, beef, eggs, tuna, salmon, cheese*, houmous*, beans/lentils. with plenty of fruit, veg or salad	apple, orange, grapes, melon, raisins, plums, kiwi, pear, mango slices, carrot or cucumber sticks, cherry tomatoes, can of fruit, fruit juice	yoghurt*, fromage frais*, cheese*, milk or milk based drink*, cheese dip	extra fruit, crisps, water, milk*, fruit juice, drinking custard pbt*, yoghurt*, based smoothie* malt loaf, banana bread, fruit milk muffin*, baked samosa, dried and seeds, bread sticks and dip	cheese scone*, teacake,

WIDER OPPORTUNITIES

We recognise the importance of developing students' skills, confidence and self-esteem beyond the examined curriculum. Students also need opportunities to develop life skills. We place great value on enrichment and we offer a wide range of opportunities for our pupils beyond their lessons.

Pupils can participate in arts, music, choir, drama, sports, gardening and debating amongst many other clubs. Our pupils regularly welcome visitors to the school, participate in workshops, go to sports fixtures, attend school trips and engage in team building or debating sessions.

Our pupils love to put on performances, participate in fundraising for charity, as well as taking on student leadership roles to help plan and run school events. Our pupils also love to get involved in multiple activities outside of school, one pupil wrote a fictional narrative for the Windrush Foundation in memory of Sam King, and won a trophy.

"Leaders provide many opportunities for pupils to develop their character, resilience and responsibility."

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SAFEGUARDING



We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Safeguarding and Child Protection Policy. We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

Through our curriculum we teach children to stay safe and happy. We encourage the understanding that any problem or worry that they may have is legitimate, and to share their worries, big or small, with trusted adults.

It is important that children from an early age begin to develop skills and practices which will help them to maintain personal safety. Safeguarding issues are cross referenced with themes in the PSHE and Relationships Education and Growing Up Curriculum (Refer to those policies).

We regularly review and monitor the curriculum, including pupil questionnaires and discussions.



Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with parents/carers first, unless circumstances prevent us from doing so.

All concerns relating to child protection issues are referred to the designated child protection lead (DSL), the Head, Deputy Head or Assistant Head. All members of staff have a responsibility to the children in their care and must ensure that any concerns are followed up.

Rights Respecting

Dormers Wells School is a Right Respecting School we follow the UN Conventions Rights for children where we teach children about rights, through rights and for rights. We believe children who have understanding of their rights also understand how others and how they should be treated. Also, we aim to create a safe environment and atmosphere for our children. Rights Respecting gives children a voice to express themselves and challenge any injustices. They feel empowered to access information and make informed decisions about their learning, health and wellbeing. As a school, we want to equip our children to advocate for rights where they can promote equality, fairness and safety.



SEND



At Dormers Wells Primary School we believe that diversity is a strength, which should be respected and celebrated. Every pupil is unique and brings their own experiences and qualities. All pupils should be equally valued in school, we strive to eliminate prejudice, discrimination and continue to uphold an environment where all pupils can believe, aspire, flourish, and feel safe.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.



We believe that staff have a responsibility for maximising the achievement, opportunities and inclusion for all pupils with SEND. Recognising that every teacher is responsible and accountable for all pupils in their class and that every pupil is entitled to Inclusive Quality First-Teaching (IQFT), including those with SEND. We aim to meet the needs of all pupils through a rich and varied academic and social curriculum. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background, in line with the Equalities Act 2010.

At Dormers Wells Primary School we offer targeted interventions (class-based and stand alone), according to the needs of the child.



"Leaders have high expectations for all pupils including those with special educational needs and/or disabilities (SEND). They make sure they experience a wealth of opportunities to prepare them for life beyond school."

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WELLBEING AND MENTAL HEALTH



Our pupils' wellbeing and happiness are at the heart of all that we do. It is essential that our pupils feel safe and respected. We support our students to be the best version of themselves and develop a strong sense of morality and responsibility.

As a school, we take mental health and wellbeing very seriously and are committed to supporting the emotional health and wellbeing of all of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Pupils' behaviour is exemplary. They display the highest levels of respect and selfcontrol, actively promoting each other's well-being.

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At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

- **Universal Support** – to meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance, developing resilience for all – Mindfulness Assemblies, Circle Time, Worry Boxes in every classroom, Daily Mile.
- **Additional support** – For those who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement – Creative Therapy, Play Therapy, Mental Health First Aider.
- **Targeted support** – For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors – Clinical Psychologist, Creative Therapist, Play Therapist, Mental Health First Aider.

We all have times when we have low Mental Wellbeing, where we feel stressed, upset or find it difficult to cope.

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GOVERNANCE

The Governing Body led by its Chair of Governors, Ms Mamta Malhotra, is actively supporting the school in its constant improvement agenda. The Governors are responsible for the overall direction of the school and work closely with us. The full Governing Body meets every 6-8 weeks and undertake extensive additional work through committees and school visits.

Key roles of the Governing Board are to:

- Ensure clarity of vision, ethos and strategic direction
- Hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Oversee the financial performance of the school and making sure its money is well spent.

Governing body mission statement

Our aim is to provide a curriculum, which is broad and balanced, offering a range of experiences, which are relevant to the children's present and future interests and needs. Education is a life long process and we aim to help the children to achieve their full potential and to acquire the concepts, knowledge, skills and attitudes that will equip them for life in a fast changing world. The children will be provided with enjoyable and stimulating learning experiences in a secure and caring environment where each individual is valued and respected. We aim to provide each child with opportunities to experience success and achievement and to develop a positive self image.



WHAT NEXT?

CONCERNS AND QUERIES

If you have a problem or concern

- Make an appointment with your child's class teacher
- If your issue remains unsolved make an appointment at the office to talk to the phase leader

Please make appointments via the office for other concerns.

For SEN issues please contact Ms Jess Sargeant

For Safeguarding issues please contact Mrs Ellie Mosley

Complaints procedure

There is a standard complaints procedure which has been adopted by the Governing Body. The Governing Body of the school is responsible for ensuring the proper and just consideration of complaints. A form can be collected from the office. We do try to resolve all issues before the need for a formal complaint. The Headteacher, Deputy and Assistant Headteacher are all available to discuss matters with you, as are all class teachers.

WHAT TO DO NEXT?

Make sure that you have brought in all your child's paperwork, their admission form and birth certificate.



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CONTACT



Dormers Wells Primary School

Dormers Wells Lane
Southall
Middlesex
UB1 3HX
Telephone: 020 8574 6999 or 020 8571 1230
E-Mail: admin@dwps.co.uk

CONTACT

Dormers Wells Primary School

Dormers Wells Lane
Southall
Middlesex
UB1 3HX
02085746999 or 02085711230
admin@dwps.co.uk

OUR SAFEGUARDING TEAM

Designated Safeguarding Lead: Mrs Ellie Mosley
Deputy Designated Safeguarding Lead: Mrs Toni George
Designated Safeguarding Leads: Mrs Sargeant, Mrs Chander, Mrs Cornelius, Mr Jeffery Klassen
Safeguarding Governor: Jane Brackley
Safer Recruitment Governor: Mrs George (Headteacher)

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