



# ALL SAINTS

Church of England Primary School



***The Best We Can Be***



Our school offers a warm, nurturing environment in which Christian Values are demonstrated and developed. We strive to encourage our children to flourish not only academically, but socially, spiritually and emotionally.

We pride ourselves in the development of children's confidence and self-esteem, offering a wide range of opportunities and experiences, ensuring that all their talents are celebrated. *'Pupils are happy and well-motivated to learn. They enjoy their work across all subjects. They behave well and their positive attitudes to their learning help them to make good progress.'* (Ofsted 2014). We strive to fuel their thirst and enthusiasm for learning.

The Christian ethos of the school permeates all aspects of school life. We do not admit children – we admit families into our one big 'All Saints family' and the strength of this relationship makes our school a very special place to be.

We have high expectations for all our children and challenge them to achieve their best. Our mission statement, 'To Be The Best We Can Be,' underpins everything we do.

We look forward to a happy and successful relationship with you over the coming years.

Mrs Angela Dawes  
Headteacher



# All Saints C of E School

All Saints Church of England Primary School is a voluntary controlled mixed school located in central Coventry. It was founded in 1877 and originally stood on the corner of Gosford Street and Vecquary Street. We are a single form entry with a potential for 210 pupils on roll, age range 4 - 11 years.

## Ethos

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

## Our Aims

Every child should leave our school with the confidence, the ability and the desire to make our world a better place.

In all our activities the school aims to;

- Develop relationships between all members of the school community.
- Encourage each person to develop a sense of belonging to the community, whilst recognising and valuing their individuality.

- Provide children with the necessary skills to enable them to become numerate, literate and articulate and to afford them their full entitlement within and beyond the requirements of the national curriculum.
- Offer children the opportunity to develop their interests and broaden their experiences.
- Enable children to grow towards becoming versatile adults capable of managing their own lives and contributing to the lives of others.
- Participate actively in the local community.
- Ensure the children enjoy their lessons, have fun and thus develop a love of learning through a creative curriculum.

We offer;

- High quality staff with a commitment to continue to improve.
- Wireless connection throughout the school.
- Commitment to invest in the latest technologies.
- Learning Support assistants in every class.
- Newly refurbished classrooms, and a room offering opportunities for cooking, drama and music.

# Information

‘Good teaching means that pupils make good progress’ – Ofsted 2014



### Attendance

Children should arrive in school between 8.45am and 8.55am and be collected promptly at 3.15pm.

If your child is absent from school for any reason the school office requires a telephone call on the first morning informing the school of the reason for absence. This should be followed by a covering letter on return to school.

Under no circumstances will we authorise term time holidays and poor attendance will be followed up by the school and appropriate action taken.

### School Council

Each year, children in Years 2 - 6 elect two class representatives for the School Council. Candidates will campaign and make presentations to win votes from their classmates.

School Councillors carry out important jobs in school, for example, they write and carry out the 'Pupil Questionnaire' and evaluate the results. They also organise charity events such as 'Red Nose Day'.

The School Council meets regularly to discuss and try to resolve any issues that have been raised by pupils. They investigate issues around school and present their findings during assembly.

### All Saints School Governors

The governing body is responsible for ensuring that school is run effectively to promote pupil achievement. It consists of parents, members of staff, Diocesan members, and members of the community.

### School Dinners

School dinners currently cost £10 per week (£2 per day).

Dinner money should be **paid in advance** on Monday mornings. Please ensure dinner money is sent to school in a **securely** sealed envelope, clearly marked with your child's name, class and amount. If you are paying by cheque, please make it payable to Coventry City Council.

### All Saints School Uniform

- Burgundy sweatshirt or cardigan
- Grey trousers, dress, skirt or shorts
- White shirt or polo shirt
- Red and white summer dresses (optional for girls)
- Flat, sensible school shoes
- No jewellery, apart from stud earrings, or that worn for religious reasons
- PE Kit - appropriate clothing must be worn for PE. White T-Shirt, dark shorts and PE pumps



# Learning

Foundation

Stage: Reception

‘(Pupils)..are polite, well mannered and respectful to adults and each other.’- Ofsted

## Reception Class (Foundation Stage)

The children start in our Foundation Stage at school aged 4 - 5. We aim to create a stimulating environment where children feel safe and happy to explore, try new activities and learn new concepts. We will plan high quality experiences to provide the children with a broad and balanced curriculum in order to stimulate their interest and engage them in fun activities that will enable your child to reach their full potential.

We recognise that this is a very important stage in your child's life and it forms the foundations and prepares them for their future learning and successes. We aim to make your child's early experiences of school as happy, active, fun and secure supporting their development, care and learning needs. We will do this by providing first hand experiences that encourage your child to learn new skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development.

Our curriculum focuses initially on the 3 prime areas of learning as these are the most essential for your child's healthy development and future learning.

### Personal, social and emotional development

- Ensuring your child is confident and self-assured.
- Managing their feelings and behaviour.

- Making friends and developing social skills
- Being able to share and take turns

### Physical Development

- Moving and using gross motor skills.
- Developing fine motor skills.
- Learning about healthy living.
- Managing self-care independently.

### Communication and language

- Listening and attention skills.
- Understanding what people are saying.
- Communicating with others.
- Developing vocabulary and speech.

As they then develop they will be encouraged to develop skills in 4 specific areas:

### Literacy

- Enjoying reading books.
- Making marks and learning to write.
- Starting to explore phonics and letter sounds.

### Mathematics

- Learning to count, recognising numbers and using them.
- Calculating and solving problems.
- Learning about shape and measures through play.

### Understanding the World

- Finding out about nature and the world around them.
- Talking about people, their local community and similarities and differences.
- Learning to use ICT equipment confidently.

### Expressive arts and design

- Learning to enjoy being creative.
- Singing, dancing and making music.
- Playing imaginatively.
- Using colour to express themselves.

We observe and assess your children during their play and plan stimulating activities that are meeting the needs of your child and ensuring we are constantly challenging and helping your child to succeed. Well planned play is essential to children's learning and the indoor and outdoor classrooms are organised to give children plenty of room to move around, to work on their own and in groups and offer quality resources that engage your child in learning.

We recognise and value the importance of working closely with parents and the need for a close home-school partnership. We aim to develop good relationships by inviting you into school on a regular basis to share your knowledge of your child and to learn about what your child is doing in school, keeping you informed of their progress and successes. By sharing this information we can plan experiences and activities that will ensure your child will meet their full potential at our school.



# Learning Key Stages 1 and 2

‘Teachers plan topics which help pupils to apply their learning.’ - Ofsted

## What will my child learn?

*Key Stage 1 covers school Year 1 and Year 2 (ages 5 – 7)*

*Key Stage 2 includes Year 3 – 6 (ages 7 – 11).*

We provide a rich, broad and creative curriculum, which connects all of the subjects in the National Curriculum, and Religious Education in line with the Locally Agreed Syllabus. In every year children will learn skills in the following foundation subjects:

Art & Design, Computing, Design & Technology, Geography, History, Modern Foreign Languages, Music & Physical Education,

We are a Church of England school, welcoming all children and their families. Our Church School Distinctiveness is one of our key drivers

Children are assessed against progression indicators for all subjects. In addition to our internal teacher assessments, at the end of Years 2 and 6 the children sit the Government's Statutory Attainments Tests (SATs) in Reading, Writing and Mathematics.

### Core Subjects

#### A. Literacy

Reading, writing, speaking and listening are key skills for learning. Language development is one of our key drivers. In addition to Literacy and Language lessons, pupils are engaged in social learning activities and in drama lessons.

Reading is taught systematically to build up fluency and enjoyment. We use 'Read Write, Inc' to teach phonics (letter sounds) and early reading skills, which lead into our main Literacy programme. Children engage with a wide range of literature: fiction, non-fiction and poetry.

Handwriting skills are developed in every year group, starting with gross and fine motor skills activities in Foundation Stage, through basic letter formation in lower school and then onto a cursive (joined up) style using an ink pen.

The development of a neat and fluent handwriting style is an important element in other areas of writing. In every year group children are taught about and helped to practise a range of skills for writing in fictional genres and non-fiction styles.

#### B. Mathematics

There are three main aims in mathematics which apply at every stage of pupils' learning.

Children should:

1. become fluent with numbers and be able to calculate quickly and efficiently using mathematical operations The basic ones are addition, subtraction, multiplication and division;
2. be able to reason mathematically – following a line of enquiry, identify relationships and explain their thinking using appropriate mathematical vocabulary;

3. be able to solve problems by applying their mathematics to a variety of routine and non-routine problems.

At the start of each year, parents will be advised of the particular areas of maths and the skills which children will be learning.

#### C. Science

We aim to help children acquire scientific knowledge and conceptual understanding through biology, chemistry and physics. Where possible these will be developed within our exciting cross-curricular 'connected' curriculum although process skills (observing, interpreting data, hypothesizing etc) will be assessed discretely.

Children should be equipped with the scientific knowledge required to understand, and question, the uses and implications of modern science.

## Special Educational Needs and Disability

We are an inclusive school and are committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). There is a shared expectation that all pupils, regardless of their specific needs will be provided with every opportunity to make the best possible progress in school.

Parents of children identified as having SEND are invited to a termly review meeting with their child's teacher. At this meeting progress and/or concerns are shared and targets are set for the term.

A range of support/resources will be deployed to meet the individual needs of our pupils with SEND. Any concerns about progress and/or involvement of other agencies will always be discussed with parents/carers in the first instance. Likewise we encourage parents to raise any concerns about their child's progress with their class teacher.

Miss Wright is the Inclusion Manager, she is responsible for co-ordinating the provision for those children identified as having SEND. Please speak to her if you have any concerns/questions relating specifically to SEN. The governor with responsibility for SEN is Mrs Carolyn Wiles. Please also refer to our SEND Report and Policy which can be found on the school website.





## Helpers

A number of parents/carers offer to help at school. This may be as part of a college course or because they want to give something back to the school.

School policy is that a parent/carer does not help in a class where they have a child (with the exception of Foundation Stage and school trips). Helpers are placed in a class after we discuss the parent's interests and talents, the times you are available, and the needs of the children.

Once a parent/carer has been allocated a class, they will work under the direct guidance of a teacher, who will be pleased to answer any questions you may have.

The children and staff will look forward to the visits of helpers, and teachers will have planned the work to include this support. Much of this will form part of a continuous programme, building on from one week to the next. Obviously, we appreciate that there will be times when parents simply cannot make it.

In such situations please let the teacher know, as soon as possible, that you are unable to attend.

Parents/carers are not expected to be an "expert"! - but they possess abilities which will be of enormous benefit to the children.

## Confidentiality

All people who work in schools follow a strict code of confidentiality, knowing that all that is seen and heard is not for public knowledge. In your position of trust as a volunteer helper, we would ask that parent respect such confidences. Whatever you hear in school should not be shared with anyone.

## Child Protection / Safeguarding

Any disclosure by a child must be reported to a member of the teaching staff who will act appropriately. Please see the school booklet 'Safeguarding for Volunteers' for more detailed information. This will be given to you when you start school.

You should never be placed in the vulnerable position of working alone with a child in a closed. All regular volunteers in school must undertake a police disclosure and barring service check (DBS).

## Discipline

If there is a discipline problem when you are working with children, politely reminding a child that they should respond to all adults in a respectful manner can often correct inappropriate and/or over excited behaviour. If in doubt, please refer directly to the class teacher. Similarly, if you see something going on elsewhere that a teacher has not seen, please report it immediately so it can be dealt with straightaway.

# Keeping in touch...

We value and appreciate the important role you have to play in supporting your child and developing a positive attitude to school and learning. At All Saints we offer a wide range of opportunities for parents/carers to actively participate in supporting their children in school. These include:

- Parent/teacher consultations – this is an opportunity to find out how your child is doing in school. These take place in the autumn and spring terms.
- Annual School Report- these are sent home at the end of the spring term and they include details of your child's progress to date together with targets for the summer term for further progression.
- School Newsletter – each fortnight a school newsletter is sent out to all parents including notices for upcoming events and a summary of events that have taken place.
- Curriculum Workshops – these are organised on an ad-hoc basis linked to areas that we are focusing on in the School Improvement Plan.
- Curriculum Booklets and Home Learning Suggestions (Tic Tac Toe) – These are published by each year group to ensure that parents/carers are kept fully informed.
- Text messages - these are used to share information and news.



# Admissions

Coventry City Council are the responsible authority for co-ordinating the arrangements for the admission of pupils to primary, junior and infant schools in the Local Authority area.

If there are more requests for a school than there are places available within the school's admission number, places will be allocated in accordance with the following criteria and in the order shown below.

1. Children who, at the time of admission, are in the care of a local authority or are provided with accommodation by the authority (looked after children). Also children who were previously looked after but ceased to be so because they were adopted, or became subject to a residence order or a special guardianship order.
2. Children who live in the catchment area served by the school, who have a brother or sister attending the school or, in the case of separate infant and junior schools, the corresponding junior school, provided that the brother or sister will continue to attend that school the following year.
3. Other children who live in the catchment area served by the school.
4. Children living outside the catchment area with a brother or sister who currently attends the school or, in the case of separate infant and junior schools, the corresponding junior school, provided that the brother or sister will continue to attend that school the following year.
5. Children by reference to the distance to the preferred school  
If it is not possible to meet all of the requests in any one of the

categories described above, the City Council will prioritise the requests by reference to distance.

## Brothers and Sisters

The City Council sees the benefits of children from the same family attending the same school and gives priority to brother and / or sister connections in its policy for allocating places. The definition of brother or sister includes step-brothers, step- sisters, half-brothers, half-sisters and adopted brothers and sisters living at the same permanent address. However, where schools are over-subscribed no guarantee can be given that places will be available for brothers and sisters.

## Distance

If it is not possible to meet all of the requests in any one of the categories described above, the City Council will prioritise the requests within that category by reference to distance. A straight-line measurement will be made, using a computerised mapping system, from the centre of the child's residence - to the centre of the preferred school site. The address used must be the child's permanent home address. The shortest measurement will have the highest priority. Where the final place in a year group can be taken by two or more children living an equal distance from the school, the local authority will select by drawing lots.

## Home Address

A pupil's home address is considered to be a residential property that is the child's only or main residence. At the time places are allocated, proof of permanent residence at the property concerned may be required. Where documentary evidence can substantiate to the satisfaction of the Local Authority that care is split equally between parents at two homes, parents must name the address to be used for the purpose of allocating a school.

Pupils are very attentive in lessons. They have a high level of enthusiasm for their learning and they greatly enjoy the range of clubs and activities offered. - Ofsted



# Contact Us

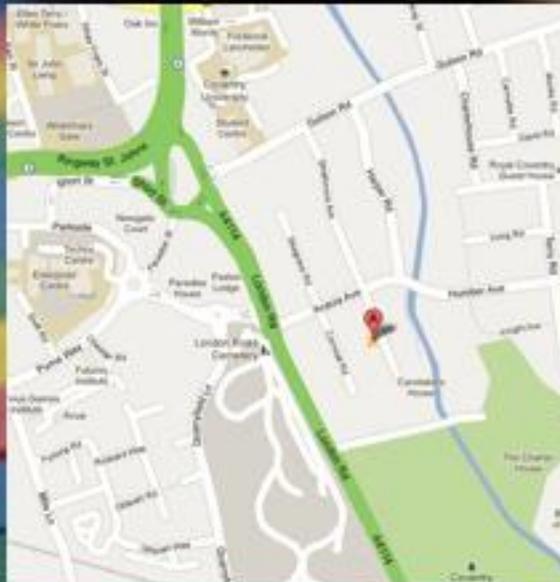
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## Headteacher

Mrs A Dawes

## Designated Members of Staff For Child Protection

Miss A Wright and Mrs S Parker

## Chair Of Governors

Mrs J Swanwick